

# For Reference

---

NOT TO BE TAKEN FROM THIS ROOM

Ex libris  
UNIVERSITATIS  
ALBERTAENSIS













THE UNIVERSITY OF ALBERTA  
A FOLLOW-UP STUDY OF THE 1966-70 GRADUATES OF THE  
ALBERTA AGRICULTURAL AND VOCATIONAL COLLEGES

BY



W. J. COLLIN

A THESIS  
SUBMITTED TO THE FACULTY OF GRADUATE STUDIES  
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE  
OF MASTER OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

EDMONTON, ALBERTA

FALL, 1971



UNIVERSITY OF ALBERTA  
FACULTY OF GRADUATE STUDIES

Thesis  
1971  
39

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "A FOLLOW-UP STUDY OF THE 1966-70 GRADUATES OF THE ALBERTA AGRICULTURAL AND VOCATIONAL COLLEGES" submitted by Wilbur John COLLIN in partial fulfilment of the requirements for the degree of Master of Education.



## ABSTRACT

The objective of this study was to determine the effectiveness of the total program (curriculum and operation) of the Alberta Agricultural and Vocational Colleges. The purposes were:

1. To assess the extent to which the Agricultural Colleges have met and are meeting their objectives and the needs of the students, and
2. To obtain suggestions from the graduates as to changes which would allow the Colleges to better meet their objectives and the needs of future students.

The data for the study were obtained from questionnaires completed by graduates of the Colleges for the period 1966 through 1970. Of the 1243 questionnaires sent to graduates, 804 completed questionnaires were returned, representing a 66 percent return. Some of the significant findings include the following:

1. The major purpose the students had for attending an Agricultural and Vocational Colleges was job preparation.
2. The majority of the students were involved in numerous social, cultural, and recreational activities while attending College.
3. Nearly 80 percent of the graduates obtained employment immediately following graduation.
4. Over 65 percent of all graduates perceived their first job as being "considerably" and "very much" related to the program taken at College.
5. Almost 50 percent of the graduates from agricultural





programs returned to the farm for their life's work.

6. The majority of the graduates perceived the various aspects of the operation, programs, and facilities at the College as very good and excellent.
7. More than 80 percent of the graduates rated their overall experience at the College as good to excellent.

On the basis of the findings, the following conclusions were drawn: that (1) from the graduates perspective, the Alberta Agricultural and Vocational Colleges are meeting their objectives and the needs of the students to a very high degree, and (2) few changes are required in the total program of the Colleges, that would aid them to better meet their objectives and the needs of future students.



## ACKNOWLEDGEMENT

The writer wishes to express his indebtedness to the many people whose cooperation and assistance contributed to this thesis.

Recognition is due, in particular, to my supervisor, Dr. R. Bryce, for his helpful criticism, patience and encouragement; and to the other members of the committee, Dr. D. Richards and Dr. E. Empey for their advice and suggestions.

The financial assistance provided by the Alberta Department of Agriculture is gratefully acknowledged.

Appreciation is also expressed to the administrative and instructional staff of the Agricultural and Vocational Colleges, who participated in the development of the survey questionnaire.

Finally, the writer wishes to express sincerest thanks and appreciation to his wife, Edith, for her patience, encouragement, and assistance.



## TABLE OF CONTENTS

Chapter		Page
1.	SIGNIFICANCE AND PURPOSE OF THE STUDY . . . . .	1
	Significance . . . . .	1
	Purpose . . . . .	2
2.	BACKGROUND TO THE STUDY . . . . .	5
	History . . . . .	5
	Objectives . . . . .	5
	General Orientation . . . . .	8
	Program Emphasis . . . . .	9
	Physical Facilities . . . . .	11
	Olds College . . . . .	11
	Vermilion College . . . . .	12
	Fairview College . . . . .	13
3.	SPECIFICATIONS . . . . .	15
	Assumptions . . . . .	15
	Delimitations . . . . .	15
	Limitations . . . . .	15
	Definition of Terms . . . . .	16
4.	REVIEW OF RELATED RESEARCH . . . . .	18
5.	RESEARCH DESIGN AND PROCEDURES . . . . .	23
	Research Design . . . . .	23
	Description of the Sample and Population . . . . .	23
	Research Procedures . . . . .	24



Chapter	Page
Coding of Responses . . . . .	27
6. RESULTS OF THE STUDY . . . . .	31
PART I . . . . .	31
Graduate Characteristics . . . . .	31
PART II . . . . .	32
Graduate Attendance Information . . . . .	32
PART III . . . . .	38
Purpose for Attending the College . . . . .	38
Most Important Goals for Attending . . . . .	39
PART IV . . . . .	42
Formal Education . . . . .	42
Employment of Graduates . . . . .	43
Employment Since Graduation . . . . .	55
PART V . . . . .	73
Value of College Toward Employment and Living in the Community . . . . .	73
Rating of College Programs and Facilities . . . . .	73
Rating of the Program Taken at College . . . . .	76
Effect of Program Taken . . . . .	78
Value of the Education/Training Received . . . . .	81
Present Attitudes Toward the College . . . . .	81
Comments of Respondents . . . . .	85
General . . . . .	85
A Home Away From Home . . . . .	86
Residence Life . . . . .	87
Programs . . . . .	87





Chapter	Page
Other Program Changes . . . . .	89
General Improvements Suggested . . . . .	89
Recognition by Employers . . . . .	90
Post-Secondary Recognition . . . . .	91
Program Plus . . . . .	92
Summary . . . . .	93
7. ANALYSIS OF RESULTS . . . . .	94
Objectives of the Colleges . . . . .	94
Needs of the Students . . . . .	99
8. SUMMARY, CONCLUSIONS, IMPLICATIONS & RECOMMENDATIONS.	103
Summary . . . . .	103
Conclusion . . . . .	104
Implications . . . . .	106
Recommendations for Further Study . . . . .	109
BIBLIOGRAPHY . . . . .	111
APPENDIX A - QUESTIONNAIRE . . . . .	114
APPENDIX B - QUESTIONNAIRE CODES . . . . .	125
APPENDIX C - AGRICULTURAL COLLEGE PROGRAM OFFERED 1966-70 . .	137
APPENDIX D - . . . . .	144



## LIST OF TABLES

Table	Page
1. Number of Graduates, Alberta Agricultural & Vocational Colleges, 1966 through 1970 . . . . .	25
2. Distribution of Graduates by Age at Graduation and Sex and College from Which They First Graduated . . . . .	33
3. Distribution of Graduates Responding by Program and College From Which They Graduated . . . . .	35
4. Distribution of Graduates Responding by College and Program Type . . . . .	36
5.a. Distribution of Graduates Responding by Purpose for Attending the College and Age at Graduation, Sex, and Program Type . . . . .	40
5.b. Distribution of Graduates According to Their Two Most Important Goals for Attending the College . . . . .	41
6. Distribution of 1966-70 Graduates by Program and Current Employment Status (March 1, 1971) . . .	44
7. Distribution of 1966-70 Graduates According to Sex and Current Employment Status (March 1, 1971) . . . . .	46
8. Distribution of 1966-70 Graduates According to Type of Graduation Recognition Received and Time From Graduation to First Employment . . . .	47
9. Distribution of Graduates According to Perceived Relationship of the Program Taken to Their First Employment . . . . .	48
10. Distribution of Graduates According to the Year of Graduation and the Perceived Relation of the Program Taken to the First Job Held After Graduation . . . . .	50
11. Distribution of Graduates According to the Program Duration and the Perceived Relation of the Program Taken to the First Job Held After Graduation . . . . .	51



## Table

## Page

12.	Distribution of Graduates According to the Graduation Recognition Received and the Perceived Relation of the Program Taken to First Job After Graduation . . . . .	53
13.	Distribution of Graduates According to the Program Taken and the Number of Different Jobs Held by Graduates Between Graduation and Completion of Questionnaire . . . . .	54
14.	Distribution of Graduates According to Perceived Relationship of Current Employment to the Program Taken in College . . . . .	56
15.	Distribution of Graduates According to Purpose for Attending a College and the Perceived Relation of the Current Employment to the Program Taken in College . . . . .	57
16.a.	Distribution of Graduates According to Program Taken at College and First Job Type After Graduation . . . . .	58
16.b.	Distribution of Graduates by Type of Program Taken at the College and First Job Type After Graduation . . . . .	59
17.a.	Distribution of Graduates by Program Taken at College and Current Job (as of March 1, 1971) . . .	61
17.b.	Distribution of Graduates According to Type of Program Taken at College and Current Job Type . . .	62
18.	Distribution of Graduates According to Program Taken at College and Firm Type First and Currently Employing Graduates After Graduation . .	64
19.	Distribution of Graduates According to the Geographic Location of Their First and Current Employment . . . . .	67
20.	Distribution of Graduates According to Program Taken at College and Starting Salary for First and Current Employment Following Graduation . . . .	69
21.	Distribution of Graduates by Program Taken and Farm Status Since Graduation . . . . .	72



Table	Page
22. Distribution of College Graduates According to the Number and Percentage of Graduates Reporting Whether or Not Various Aspects of Attending a College Were of Value to Them in Obtaining a Job, Advancing in Their Work, and Living in the Community . . . . .	74
23. Distribution of Graduates According to Rating of College Facilities and Programs . . . . .	75
24. Distribution of Graduates According to Their Ratings of the Various Aspects of the Program They Took at College . . . . .	77
25. Distribution of Graduates According to Program Taken at College and Applicability of Courses Taken to Employment Since Graduation . . . . .	79
26. Distribution of Graduates According to Perceived Effect of the Program Taken on Future Income, Occupation Choice, and Participation in Community Affairs . . . . .	80
27. Distribution of Graduates According to Value of Education/Training Received at College and College From Which They Graduated . . . . .	82
28. Distribution of Graduates According to Year of Graduation and Value of Education/Training to Activities Since Graduation . . . . .	83
29. Distribution of Graduates According to College From Which They Graduated and Rating of Present Attitude Toward the College . . . . .	84





## Chapter 1

### SIGNIFICANCE AND PURPOSE OF THE STUDY

#### Significance

Among the first of the fourteen 'public, junior, regional, or community colleges' that now operate in Alberta, were the three Agricultural and Vocational Colleges. Their forerunners, the Schools of Agriculture and Home Economics, were established in 1913. In May, 1963 the three schools became Agricultural and Vocational Colleges. The three colleges are owned and operated by the Alberta Department of Agriculture, pursuant to the provisions of The Agricultural and Vocational Colleges Act (Queen's Printer, 1967).

The enrollment in the 'Ag. Colleges' has grown from 35 in 1913-14 to over 800 in 1969-70. Since 1913 more than 6,000 persons have graduated from these institutions; 1,253 graduated during the past five years (1966-70 inclusive). While many of the graduates have returned to the farm for their life work, others have gone on to careers in business, in the professions, and the numerous service areas. Thus graduates of the Ag. Colleges may be found in nearly every walk of life--as farmers, businessmen, teachers and professors, researchers and scientists.

The primary objective of the Agricultural Colleges is to prepare its graduates for the next step in their career. For most Agricultural College graduates the next step is employment--either



on or off the farm. The secondary objective of the Colleges is to train or prepare people for living in the community, essentially to become leaders in their respective communities. While the Colleges can cite numerous cases of highly successful graduates over the past nearly sixty years, no significant or concerted effort has been made to ascertain how well the Agricultural and Vocational Colleges have met the needs of the majority of their graduates.

Rapid changes in education at all levels, especially in technical education, make continuous revision of technical instruction essential. Feedback from recently employed graduates provides one means of obtaining an evaluation of the relevance of the course content and instructional emphasis. Graduate student feedback also provides an opportunity for students to advise the educational institution as to the actual conditions and demands of employment. Therefore, one method of ascertaining the effectiveness of the total college program is a "follow-up" study of graduates of the institution.

### Purpose

The purposes of this study are:

1. To assess the extent to which the Agricultural Colleges have met and are meeting their objectives and the needs of the students, and
2. To determine how the Colleges can better meet their objectives and the needs of future students.

In keeping with the first purpose, the study will attempt to answer the following questions:

1. What are the major purposes/goals that students have for attending an Agricultural and Vocational College?



2. In what and how many activities were the students involved while attending the College?

3. What education did the students receive after graduating from a College?

4. With respect to employment,

a. What is the current employment status of the graduates? (that is, what percentage are employed full time, part time, unemployed, students, et cetera).

b. How soon after graduation did the students obtain suitable or satisfactory employment?

c. What was the first type of employment obtained after graduation, and what is the graduate's current (that is, at the time of study) employment?

d. In the view of the graduate:

(i) To what extent were they able to select or obtain employment consistent with their program of studies in College?

(ii) How well did the training received in College prepare them for employment?

(iii) Which aspects of attendance at the College contributed most toward obtaining and advancing in employment?

5. Which learning or educational experiences, as a result of attendance at the College, do the graduates perceive to be most valuable in living in the community?

6. What is the graduate's overall attitude toward his/her attendance at the College?

In keeping with its second purpose, the study will attempt to determine the following:



1. How the graduates perceived the various aspects of the administration (operation), offerings (programs), and facilities of the Colleges,

2. What changes and/or improvements could or should be made in the operation, programs, and facilities at the Colleges to make them more useful and/or valuable to the student.





## Chapter 2

### BACKGROUND TO THE STUDY

#### History

The Agricultural and Vocational Colleges were established as Schools of Agriculture and Home Economics in 1913. During the period 1913 to 1951, seven Schools of Agriculture were established. Today, three are still in operation, one each at Olds, Vermilion, and Fairview.

The Alberta Agricultural and Vocational Colleges are owned and operated (with financial assistance from the Federal Government) by the Alberta Department of Agriculture pursuant to the provisions of The Agricultural and Vocational Colleges Act. The chief executive officer of the Agricultural and Vocational Colleges is the Director. He is assisted in curriculum development, instructional supervision and liaison by the Co-ordinator of Agricultural Education. The chief executive officer of each College is the Principal.

#### Objectives

The original purpose of the Schools of Agriculture was to "teach practical and scientific farming, household economy, domestic science, and such other subjects as the Board [of Agricultural Education] may prescribe" (Queen's Printer, 1913: Sec. 2). In 1944, the Deputy Minister of Agriculture indicated in the annual report of the Department that



While it is the primary object of the Schools of Agriculture to offer students such training in agriculture and home economics as will fit them for their chosen work on the farm and in the home, it is realized that farm youth with its background of practical agricultural training does provide a sound basis for studies in agricultural science, encouragement is given to those with the necessary desire and ability to continue towards a degree course at the University. During the period 1913-43, 335 students from the Agricultural Schools entered the University of Alberta, 225 of whom received Bachelor degrees in Agriculture, 60 received Masters degrees, and 24 attained the status of Ph.D. (Swindlehurst, 1967:102).

Records of the Alumni Associations of the Agricultural Colleges indicate that since 1943, a considerable additional number of Agricultural College graduates have received bachelor, masters, and doctoral degrees.

In keeping with their original and present primary objective (Agricultural and Vocational Colleges Act 1913 and 1967: Section 2), the Agricultural and Vocational Colleges have become specialized technical institutes and/or regional colleges. The philosophy of these educational institutions states, in part, that

. . . they are not ambitious to be great in all things but strive for excellence in those areas and disciplines which can be enriched by the traditions of the past and by the opportunities of the future. The primary ambition of the Agricultural Colleges is to be known for excellence in teaching, giving full recognition of the needs of the students, and the graduation of well-trained and competent potential employees. (College Handbook 1969: 2.10/1)

The administrative and instructional staff (of which the author is a member) of the Agricultural and Vocational Colleges, recognize new thrusts and emerging trends in agriculture in Alberta and Canada. Among these are:

1. The increasing complexity of everyday life in a society shifting from a primarily rural to an urban industrialized state,
2. The tremendous impact of increased technical and



scientific knowledge, that is, the technological explosion in agriculture,

3. The increasing application of science to agriculture and the recognition of the bio-physical scientific phase of agricultural technology,

4. The increase in sophistication and complexity of occupations at all levels,

5. The increasing mechanization and the application of the systems concept to agriculture reducing the need for unskilled labor and increasing the need for technicians, and

6. The wide range of needs for para-professional manpower coupled with the manpower shortage in professional and technical categories (sometimes called the disaster gap).

Shoemaker (1964: 32) suggests that:

Technical education in agriculture is new. It is so new that educators are going to lead the industry. Industry isn't hollering for technicians in agriculture right now for the simple reason they don't know what a technician is; they don't know what they can do.

While agriculture has come a long way since 1964, Shoemaker's observation is still true today to a considerable extent in Alberta and Canada. However there is today a growing need for technicians in all phases and at all levels of the agricultural enterprise. (Brief to the Commission on Educational Planning: 1970).

Bentley (1967: 1) suggests that all members of society need to be aware of the place of agriculture in our economy:

The necessary dependence of civilization on agriculture, while it should be obvious to all, is inadequately understood and appreciated by many. If human progress were to be judged by the conditions of living as they apply to the mythical 'average citizen', then clearly human progress has been greatest and





conditions of living are best where there is an efficient and productive agriculture.

Today the Colleges recognize the specialized nature of farm enterprises, the emphasis on the business aspects of farming, and the global nature of the agricultural industry and agri-business. Their specific objectives are thus to:

1. Train farmers, farm managers, and farm leaders,
2. Train competent manpower for farm related businesses and services, and for occupations ancillary to agriculture,
3. Train technicians and technologists to assist professional agrologists in their research and extension programs,
4. Train technicians in fashion and design merchandising, home economics and related occupations,
5. Train young people for employment in modern offices, and
6. Provide educational opportunities for rural youth equal to the opportunities available to urban youth. (O.A.V.C. College Programs 1970: 7)

It should be noted that while the Colleges are primarily concerned with technical and vocational education for young people (full time students) they also recognize a responsibility to the general public in the region served by offering courses in a program of continuing education on a daytime and/or evening basis.

### General Orientation

The focus of the Agricultural Colleges has always been on the student. The administrative and instructional staff at the Colleges have always been concerned with what happens to the young man or woman while at the College and after graduation. The Colleges' staff have frequently indicated, as is evidenced by the extensive use of program advisory committees, that they are concerned with producing competent workers for industry--whether it be on or off the farm.





As has been indicated earlier, the Colleges are aware that many prominent people in agriculture and elsewhere have graduated from the Agricultural Colleges. However, to date, no significant study has been conducted to determine the success of the graduates-- particularly those who have not gained provincial or local fame and prestige as evidenced by the acquisition of money or the gaining of public position.

The Colleges have been and are aware that the "rapidly increasing University and College enrollments are reflective of the economic and technological demands of our modern society". (Falkenberg 1969: 4-5). They recognize that this society demands educated citizens and workers, and looks upon the Colleges (all Colleges) as a promising solution to the problems of extending equal educational opportunities to all qualified students. Indeed one of the objectives of the Agricultural and Vocational Colleges is to "provide educational opportunities for rural youth equal to the opportunities available to urban youth" (O.A.V.C. College Programs 1970: 7).

#### Program Emphasis

All three Colleges are co-educational, residential institutions. The major educational program emphasis has been and is agriculturally oriented courses. However, secretarial arts, home economics, and some high school academics subjects are also offered. During the past five years (1966-70) the curriculum of the Colleges has been updated and expanded. In 1966, seven different programs were available. In 1970 this had increased to twenty. (See Appendix C



for listing and description). Within the agriculturally oriented and home economics programs some specialization has occurred amongst Colleges. For example, Horticultural Technology and Fashion and Design Merchandising Technology are offered only at Olds; Artificial Insemination Technology, Dairy, and Hog Production are offered only at Vermilion.

The Colleges offer two main levels of programs, namely:

(a) technical--1800-2400 contact hours beyond grade 11 or 12, and  
(b) vocational--of varying duration and entrance requirements. Since September 1970 the instructional year at Olds and Vermilion has been divided into four segments, two sixteen-week sessions or semesters and two eight-week one-half sessions or semesters. Most technical programs are offered during the two sixteen-week sessions with starting dates in September and January. In many programs students may attend any one or both sixteen-week sessions per year. The two eight-week half-sessions are used primarily for vocational short courses, pre-technical academic upgrading and the like. At Fairview the instructional year is divided into three twelve-week sessions as was the case at all three Colleges prior to September 1970. Under the 'trimester system' with three starting dates, (September, January and April) students could attend one, two, or three sessions in any one year.

While the main program emphasis has been on agriculturally oriented courses, there has been and continues to be a significant move toward providing programs for the community and/or region in which the College is located. As a result, the Colleges today are known locally as the Olds College, the Vermilion College, and the



Fairview College.

### Physical Facilities

A rebuilding program, as detailed in the following paragraphs, was begun at the Colleges in 1960. While it is not yet complete, the Colleges now have available modern, well equipped facilities.

### Olds College

The Olds College was established in 1913 as the Olds School of Agriculture and Home Economics (O.S.A.), and has operated continuously ever since. It's motto is "Opportunity, Service, Advancement". During its more than fifty-seven years of operation, more than 10,000 students (4,100 graduates) have passed through its 'halls of learning'. From a very meager beginning and through several building periods, the College has progressed to a modern, co-educational, residential campus capable of accommodating at least 1,000 full time students.

The first major 'new building' on campus was the Plant Science Building completed in 1961. A Metals Laboratory was added in 1963, and an Animal Science Building was constructed in 1966. The ultra-modern residence complex (including cafeteria and recreational facilities) was completed early in 1967. An administration academics complex was added in 1970. The final major 'new' building, the Agricultural Mechanics Building, was completed in the winter of 1970-71.

The College is located in the northwest corner of two sections (1,280 acres) of prime farmland immediately east of the town of Olds. The College thus has available the latest equipment and





modern facilities for agricultural instruction and research.

Special technical agricultural programs offered at Olds (and not at the other two Colleges) are: Agricultural Mechanics (Trade-Technology), Horticultural Technology, and Soils and Water (Irrigation) Technology. The Home Economics specialty at Olds is Fashion and Design Merchandising Technology.

### Vermilion College

The Vermilion School of Agriculture and Home Economics (V.S.A.) was also established in 1913. Its motto is "Ever to Excel".

Like Olds, it became a college in May, 1963. The Vermilion College has operated continuously since 1913 except for three brief periods, 1918-19--the great 'flu' epidemic, 1933-34--the height of the great depression, and 1941-45--when it was used for military purposes.

The first new building in the rebuilding program was an Animal Sciences Building completed in 1961. The residence originally constructed in 1928 was extensively remodelled in 1964-65; so was the Agricultural Mechanics Building. A new College building (for academics, home economics, and secretarial arts) was opened in 1967. A modern instructional and demonstration hog production facility was completed in 1970. A new Metals Laboratory is currently being completed. Additional buildings are being planned for the immediate future. While the building program in recent years has not been as extensive at Vermilion as at Olds, it too is a modern, co-educational, residential college capable of accommodating approximately 800 to 1,000 full time students. The College campus is located in the





center of a one-half section (320 acres) of prime farmland immediately west of the town of Vermilion. The current enrollment of full time students is slightly over 200.

Special agriculturally oriented programs offered at Vermilion are: Agri-Automation (Materials Handling) Technology, Agri-Chemicals Technology, Animal Reproduction (A.I.) Technology, Building Materials Merchandising Technology, Hog Production, and Dairy Production. Home Economics programs at Vermilion concentrate on Foods and Nutrition and Home Management. In addition, the College offers a large number of short term vocational and evening courses.

#### Fairview College

The Fairview College, in the northwest portion of the Peace River Block in Alberta, was officially opened on November 6, 1951. It was the first named Community College in Alberta; however, in 1963, like Olds and Vermilion, it became an Agricultural and Vocational College. The College operated from 1951 to March 1958 when fire destroyed a large portion of the physical plant at the College. The College was reopened in 1960 and has operated continuously since that time. Current full time enrollment is approximately 150 students.

Program specialization has not occurred at the Fairview College in the agriculturally oriented programs. However, the College offers several programs not offered at the other two Colleges. They are: Apprenticeship courses in Motor and Heavy Duty Mechanics and Welding, and Diesel Mechanics. No home economics courses are currently offered at the College, however, they have been in years past. In addition to the technical agricultural programs, the College offers two significant short courses, namely, Sheep Production and



Farm Management. Other short term and evening programs are also offered.

New buildings on the campus include a three phase agricultural engineering programs complex (1960-71), an Animal Sciences Laboratory (completed in 1967), a Plant Sciences Building (1969), and an ultramodern women's residence completed in 1968.

The College is located on prime farmland immediately south of the town of Fairview.



## Chapter 3

### SPECIFICATIONS

#### Assumptions

1. It was assumed that the cooperation of respondents was sufficient to preclude willful distortion of results.
2. It was assumed, that the cooperation of respondents was sufficient, that the questionnaires returned accurately reflect the opinions of all graduates of the Colleges for the period in question.

#### Delimitations

1. The study was confined to the three Alberta Agricultural and Vocational Colleges located at Olds, Vermilion, and Fairview.
2. The study involved the graduates of all regular, daytime technical-vocational programs offered at any one or more of the Colleges, for the period 1966-70, inclusive. It thus excludes persons who have completed short courses, varying in duration, of less than the equivalent of one session (12 weeks) or 400 classwork hours of study. This study also excludes all persons who enrolled at an Agricultural and Vocational College, but who did not graduate.

#### Limitations

1. For the purpose of this study the names and permanent addresses of all graduates, at the time of their attendance at the College, were obtained and were used to mail out questionnaires.



Recognizing that we live in an age of considerable physical mobility, and that a large percentage of females, over the age of nineteen years, marry, less than 100 percent of the questionnaires sent out reached the persons for whom they were intended. The percentage of completed questionnaires returned was slightly more than 66 percent of those mailed out.

2. No attempt was made to control intentionally erroneous responses, except for that possible in the questionnaire design.

#### Definition of Terms

1. Agricultural and Vocational College: herein referred to an Agricultural or Ag. College is: "A College established pursuant to the Agricultural and Vocational Colleges Act (March 30, 1967) for the purpose of teaching practical and scientific farming, household economy, domestic science, and such other subjects as the Board prescribes" (Section 2: 1967).

2. Olds College: Agricultural and Vocational College, Olds, Alberta.

Vermilion College: Agricultural and Vocational College, Vermilion, Alberta.

Fairview College: Agricultural and Vocational College, Fairview, Alberta.

3. College Curriculum: all the planned activities and events to which the student is exposed for the purpose of learning cognitive and manipulative skills, plus the framework of theory that gives those conditions and events a certain coherence.

4. Follow-up: the process by which an educational institution seeks to determine how effectively it is or has been





meeting the needs of those it serves. The process involves enquiring into the post-graduation activities and/or experiences of former enrollees in the institutions.

5. Graduate: an individual person who as a result of satisfactorily completing the prescribed course work for one or more sessions, received a diploma or certificate from the College.

6. Program: a group of courses studied at a College for the purpose of obtaining upon completion, formal recognition by the College, e.g. a Diploma in Horticultural Technology.

7. (a) Diploma: graduation recognition received by a student who has successfully completed four sessions (1800 hours of classwork) at an Agricultural and Vocational College.

(b) Honors Diploma: graduation recognition received by a student who has completed program requirements for a diploma with a grade point average equivalent to 80 percent or more, that is, 3.20 on a 4-point scale.

(c) Certificate: graduation recognition received by students who successfully complete a non-technical program (that is, less than 4 sessions of classwork).

8. Session: 1966 to 1969 (inclusive) = 12 consecutive weeks of classwork. 1969-70--Olds and Vermilion = 16 consecutive weeks of classwork. 1969-70--Fairview = 12 consecutive weeks of classwork.



## Chapter 4

### REVIEW OF RELATED RESEARCH

Research concerning the activities, operations, merits and demerits of junior, public regional and/or community colleges has been conducted for over half a century in North America. However, a review of this research and other research in education indicates that very little research relating to the graduates of Colleges has been done in Alberta or Canada. Most of the research relating to College graduates has been done in the United States, where Colleges have existed for a greater length of time and enrollments have been and are generally higher.

No research was found that related directly to the graduates of a two-year or technical Agricultural College, probably since few exist. Similarly, much of the research reported was primarily concerned with students who transfer to four year colleges or universities. Since the Agricultural Colleges traditionally have not offered, and did not offer, during the time period in question (1966-70), university transfer or parallel courses, much of the reported research concerning graduates has little applicability to this study. Thus only a small portion of the research reviewed was related to this study and is reported here.

A study by Letts (University of Alberta, 1969) analyzed the characteristics of students in the Alberta Agricultural and Vocational Colleges. In general, he found that the majority of the students



enrolled in the diploma courses were residents of Alberta, lived over 100 miles from the College they attended, were males between eighteen and twenty years of age, had completed grade eleven, and had come from smaller high schools (less than 400 students). The study however, did not indicate the purposes the students had for attending the College, what the students planned to do after graduation, or what, in fact, they did do after graduation.

Most of the follow-up studies of College graduates prior to 1958 are reviewed and summarized by Berg (1958: 189-199) in his follow-up study of students leaving Everitt Washington Junior College, 1948 to 1953. The results of most of the studies reviewed were similar to those done at a later date. As a result, relevant studies not included by Berg and conducted since 1958 will be reviewed here.

A study of the graduates of Pasadena City College by Mohr (1957) found that 49 percent of the terminal students were working in a job for which they were trained. Of all the respondents, 75.5 were employed, 9.2 percent were unemployed and the remainder were housewives and students. Of those who were employed, 8.4 percent were employed as technicians, 12.6 percent as nurses, 12.6 percent in clerical work, 5.9 percent as salesmen, and 3.4 percent were self employed. In terms of relation of their training to current employment, of the non-transfer graduates 14.6 percent said 'no relation', 22.4 percent indicated the training helped very much, 29.9 percent indicated it helped a little, and 33.1 percent said the training helped considerably.

The study by Berg of Everitt Washington Junior College





graduates in 1958 found that nearly 90 percent of the graduates thought the college work helped them considerably to very much in their present occupation.

In the follow-up study of non-transfer students at Olympic College (Washington, 1959) Lofgren found that the most frequently checked benefit which students derived from attendance at the College was occupational advancement. The opportunity to explore new fields of learning was the next most important reason, followed by the discovery of their ability to do college work. Eighty-eight percent of the students felt the course taken was of some to great value to their employment following graduation.

In a study at the City University of New York (1968), Davidson found in studying graduates of the community colleges of the University, that 80.9 percent of the respondents were employed in jobs directly related to their community college training.

Langley at Loyola University, Chicago (1968) found that graduates of eight Chicago city colleges saw the community college as "an opportunity school which offers the same royal road to material success as does the four year college".

A follow-up study of graduates of eleven public colleges in Maryland (class 1959 through 1963) by Reese (1967) reported that 19 percent decided to continue their studies after graduating from an occupational program.

A study of the 1968 graduates from Portland (Oregon) Community College by Moore and Palmer (November 1969) revealed that 6.4 percent of the graduates were in the military, 21.6 percent were involved full time in further education, 9.1 percent were unemployed,





and 62.9 percent were employed full time. Of those employed, 85 percent were employed full time in a job related directly to their 'major' in college. Of those engaged full time in further education, 48 percent were attending the state university. Forty-three percent of the graduates evaluated their overall training at the college as very good, 54 percent evaluated it as adequate, and 3 percent evaluated it as poor.

A study by the Florida Community Junior College Inter-Institutional Research Council of graduates of the 1966 freshman classes at all Florida Colleges found that 82.4 percent of the students obtained transfer degrees, 13.4 percent technical-vocational degrees, and 4.2 percent other degrees. Of those obtaining non-transfer degrees, 88.5 percent found the junior college experience helpful to very helpful in their work.

In a 1969 survey of the 1966-68 graduates of Harrisburg (Pennsylvania) community colleges, Snyder and Blocker found that of the career program group, 93.2 percent of the graduates were employed in jobs which were consistent with their college preparation. Of the career graduates, 63.1 percent were employed full time, 15.8 percent were full time students, 14.7 percent were in the military services, and 4.2 percent were housewives (9.3 percent of the female graduates were housewives). Twenty-four percent of the career graduates continued their education by attending a 'four-year college'. Course instructors were rated as superior or good by over 90 percent of all respondents. Counselling, advisement, and student activities were rated considerably lower.

Grieve (1970) in a study of career program graduates of



Cuyahoga Community College, Ohio, found that 73 percent of those responding felt their formal education in college was absolutely necessary, and an additional 14 percent felt it was of some assistance in obtaining their current employment.

Most follow-up studies report a rate of return of completed questionnaires of less than 40 percent. As a result, they suggest that many questions are inadequately answered.



## Chapter 5

### RESEARCH DESIGN AND PROCEDURES

The purposes of this chapter are to present the general design of the research, to provide a description of the sample and population, and to outline the research procedures.

#### Research Design

The study was structured around the follow-up study design in which the perceptions of the individual persons in the sample or population are obtained, with respect to a number of variables. The data collected is primarily descriptive. The research design therefore requires the selection of a sample or population, the development of a data gathering instrument, the administration of the instrument to the sample or population, and the compilation of data received. Interpretations are made and conclusions drawn by comparing the data gathered to the criteria underlying the purpose of the study and to data obtained from previous similar studies.

#### Description of the Sample and Population

The sample consisted of all the full-time technical-vocational education graduates of the three Alberta Agricultural and Vocational Colleges for the period 1966-70 inclusive.

While the 1966-70 graduates of the Colleges are a sample of all the graduates of the three Colleges for the past fifty-seven years, so many significant changes have been made to the operation,



facilities, and programs at the Colleges during the past ten years that it would be virtually meaningless to consider all the graduates (1913 to 1970) as one group or a population. Therefore, for the purposes of this study, all the technical-vocational graduates of the Colleges for the period 1966-70 were considered to be a population.

During the period 1966-70, some 1,243 persons graduated from the three Agricultural and Vocational Colleges as indicated in the following table: (from graduation lists - Olds, Vermilion, Fairview). (The records indicate 1,264 graduates, however 21 persons graduated from more than one program at one or more of the Colleges. Thus the total number of different persons who had graduated was 1,253.)

### Research Procedures

Instrumentation. After reviewing several potential methods, a decision was made to use a direct mail-out questionnaire specifically constructed for the purpose of the study. A direct mail-out questionnaire was selected since the subjects from which the data were to be gathered were diverse in characteristics, large in number, and dispersed over a wide geographical area. The questionnaire was designed in keeping with and developed from questionnaires used in similar types of post-secondary educational research in Canada and the United States.

Following several preliminary drafts, the questionnaire was pretested by submitting it to graduate students (colleagues) in the M.Ed. program in Educational Administration, University of Alberta, 1970-71. Following this pretest, and using the recommendations and suggestions made, the questionnaire was revised. Ten copies of the







Table 1

Number of Graduates  
Alberta Agricultural and Vocational Colleges  
1966 through 1970

COLLEGE																
	OLDS					VERMILION					FAIRVIEW					
	66	67	68	69	70	66	67	68	69	70	66	67	68	69	70	TOTALS
Agriculture	61	45	57	54	98	51	38	19	23	32	22	27	21	8	19	575
Horticulture	10	11	10	15	12	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	58
Home Economics	16	13	20	26	23	7	8	10	16	10	-----	-----	-----	-----	-----	149
Business Education or Commercial	34	18	18	33	29	32	32	12	21	29	16	22	15	16	18	345
Vocational or Continuing Education	-----	-----	-----	-----	-----	4	11	29	21	36	---	---	9	6	---	116
TOTAL	121	87	105	128	162	94	89	70	81	107	38	49	45	30	37	1243



revised questionnaire were then sent to the Principal of each of the three Agricultural Colleges for analysis and comment by the instructional staff. At the same time single copies were sent for pretest to approximately twenty graduates of years prior to 1966 (precisely 1960-65), living in and around Edmonton. All of these graduates had been contacted by telephone prior to the mail-out to explain the purpose and solicit their support. While not all of the graduates returned the questionnaire with comments and suggestions, the suggestions obtained were used along with those of the instructional staff of all three colleges in making the final draft of the questionnaire. (Appendix A)

Collection of Data. The complete name and permanent or home address of each of the graduates from all three Colleges was obtained from the Registrar of the respective Colleges. An attempt was made to obtain the surname of all married female graduates, and the most recent address of all graduates by searching the alumni records and publications, consulting with instructional staff members and department heads, and reviewing previous studies done by the Colleges.

Each of the graduates was assigned a 6 digit alpha-numeric identification number. This I.D. number was based upon the college from which the student graduated (Olds, Vermilion or Fairview), the actual year of graduation (that is, 6, 7, 8, 9, or 0) and the individual graduate number ranging from 01 to 99. The graduate's I.D. number was placed in the top right hand corner of the first page of the questionnaire prior to mail-out. This identification was used to identify returned questionnaires (both complete and incomplete)



so appropriate follow-up could be taken.

The final draft of the questionnaire was mailed on February 16-18, 1971, together with a covering letter (Appendix A) and a self-addressed stamped return envelope to 1,253 persons. A follow-up reminder postcard was mailed on March 15, 1971 to all who failed to return completed questionnaires within the elapsed fourteen days since the initial mail-out.

As the questionnaires were received, they were analyzed for completeness. Duplicates of incomplete pages were sent along with a letter of explanation and a request for return, to all who had returned incomplete questionnaires. The final date for receipt of questionnaires was April 16, 1971.

A daily tally was kept as to the number of questionnaires returned. Within the first four weeks (that is, February 18 to March 15, inclusive), 616 completed questionnaires were returned. During the total period (February 18 to April 16), 804 completed questionnaires were returned. Letters were received from the parents of five graduates indicating the graduate in question was travelling abroad, hence unable to complete the questionnaire at this time. Twenty questionnaires were returned unopened. Twenty additional completed questionnaires were received between April 19 and May 31, 1971 during which time this chapter was written. Data with respect to questionnaires returned are given in Appendix D.

#### Coding of Responses

All responses to questions in Part I (except age) were precoded on the questionnaire. In all cases age was calculated in years to one decimal place based on information supplied as to date of birth





and considering graduation to have occurred on or about June 25 of each year.

All responses to questions in Part II were precoded on the questionnaire. However, to question "g" some respondents gave more than two responses. All responses in which more than two activities were indicated were coded as "88".

All responses to questions in Part III were precoded on the questionnaire.

The responses to the questions in Part IV were coded after the questionnaires were received, as follows:

(a) Section b., "Formal Education Received Since Graduation". In this case all potential institutions were classified and coded as per a schedule developed specifically for this survey (See Appendix B). The name of the program was coded in keeping with the Two-Digit Occupational Divisions of the U.S. Department of Labor, Dictionary of Occupational Titles. The number of years of attendance were coded according to year, that is, up to one year = code 1, more than one but less than two years = code 2, and so on, as in Appendix B. The type of graduation recognition and whether or not it was received were classified and coded as per a schedule developed for this survey (See Appendix B).

(b) Section h (i)., "Employment Since Graduation". All job titles were classified and coded according to the "Two-Digit Occupational Divisions" of the U.S. Department of Labor, Dictionary of Occupational Titles, Vol. II, 1965.

The type of firm in which the graduate was employed was classified and coded according to a schedule developed for this





purpose (See Appendix B).

The town or city in which the employer was located was classified and coded as per the schedule developed for this survey (See Appendix B).

The gross monthly starting salary was coded in \$10's except for salaries over \$990 per month which were coded as 99. (In this survey only two such instances occurred and both were \$1000 per month).

The period of employment was coded in months. Since the longest period of employment possible was 56 months (June 25, 1966 to March 1, 1971) the coding ranged from 0 to 56. (See Appendix B).

(c) Section h (ii), Question (c) "How soon after graduation did you begin working on your parents' farm or ranch?" was coded according to the schedule developed for this survey (Appendix B).

The current net annual income was coded in \$100's with a potential range of \$0.00 to \$99,900 per annum.

(d) Section h (iii), Question (2) "Location of Business (Town or City) "was classified according to the schedule developed for Part IV, Section h (i).

Question (3) "How soon after graduation did you begin operating your own business?" and Question (4) "Current Net Annual Income" were classified and coded as in Part IV Section h (ii).

(e) Part V, f. Graduate responses to this open ended question were numerous. Therefore, a limited number that reflect the general attitude, interests, and suggestions of the graduates were selected and recorded in chapter number seven.

All multiple responses to Sections b, c, and d were coded as 9.



Treatment of Data. The responses to the questionnaire questions were coded, transferred to key punch sheets, and punched onto data processing cards. The data was then analyzed statistically by computer using: (a) the NONP10 program (DERS: 1970) designed to give, for specified pairs of variables, frequency matrices tabulated and printed in the form of cross-classification tables. (The output was in percentages by row variable, column variable and total. Chi-square was used to measure the association between the variables cross-tabulated. The level of significance of difference accepted was at the .05 level) and (b) the DEST05 program (DERS: 1969) designed to calculate and output means, standard deviations, a square symmetric matrix of Pearson product moment correlations, and a corresponding matrix of the probabilities that the correlations in the population from which the sample was drawn are equal to zero.

Information from the computer output was then summarized into tables as appear in "Results of the Study".



## Chapter 6

### RESULTS OF THE STUDY

The purpose of this study was to determine the extent to which the Alberta Agricultural and Vocational Colleges, as post-secondary educational institutions, were meeting their objectives and the needs of the students. Relevant data was obtained through a mail-out questionnaire. Chapter 6 presents an outline of the results of the analysis of the data obtained from the questionnaires completed and returned by the 1966-70 graduates of the Colleges.

The questionnaire was divided into five parts. The parts are discussed below in order of occurrence in the questionnaire.

#### PART I

##### Graduate Characteristics

Age. The average age of all respondents, as of their date of graduation (that is, June 25 of 1966, 1967, 1968, 1969, or 1970) was 21.5 years (S.D. = 2.3). The percentage of all graduates under 21.0 years of age at graduation was 66.1 percent, while 7.9 percent were over 25.0 years. Of all the female respondents, 5.4 percent were less than 18.0 years of age, 86.9 percent were less than 21.0 years of age, and 5.5 percent were over 25.0 years of age at graduation. The percentage of male graduates below 18.0 years of age was 2.9 percent, while 9.6 percent were over 25.0 years of age at graduation.



Nearly 53 percent of the male graduates were less than 21.0 years of age at graduation.

The average age of graduates at the Fairview College was less than the average age of graduates from either Vermilion or Olds. The percentage of graduates less than 21.0 years of age at graduation from Fairview, Vermilion, and Olds was 73.6 percent, 73.3 percent, and 58.9 percent respectively. The respective percentage of graduates over 25.0 years of age at graduation were 3.7 percent, 6.8 percent, and 10.3 percent. Additional information can be obtained from Table 2.

Sex. Of all the graduates responding, 61.1 percent or 491 were male and 38.9 percent or 313 were female. The percentage of all female graduates by college were: Olds 38.5 percent, Vermilion 36.3 percent, and Fairview 47.1 percent. For further information see Table 2.

Marital Status. Nearly 54 percent of all graduates (that is, 432 of the 804) responding were married. Of these, 24.8 percent married someone who also attended an Agricultural College.

## PART II

### Graduate Attendance Information

College Attended. Almost 50 percent of all graduates responding graduated from the Olds College, 33 percent graduated from the Vermilion College, and 17 percent graduated from the Fairview College. The actual number of graduates from each College during the period 1966-70 inclusive is given in Table 1 - "Description of the Sample and Population", Chapter 3.







Table 2

Distribution of Graduates by Age at Graduation and Sex  
and College from Which They First Graduated  
(Percentage by Row and Total)

Sex	Age at Graduation* in Years				Total
	Less than 18.0	18.0- 20.9	21.0- 24.9	More than 24.9	Per- No. cent
Male	2.9	49.9	37.7	9.6	491 61.1
Female	5.4	81.4	7.6	5.5	313 38.9
Total	3.9	62.2	27.0	7.9	804 100
College					
Olds	1.5	57.4	30.7	10.3	397 49.8
Vermilion	5.3	68.0	19.8	7.8	262 33.0
Fairview	8.1	65.5	22.8	3.7	136 17.2
Percent by Total	3.9	62.2	25.9	8.1	795 100

\* Graduation = June 25 of the year of or following attendance at the College.



Year of Graduation. The numbers of graduates remained relatively constant during the period 1966-69, increasing considerably in 1970. Respondents who graduated in 1966 represented 18.9 percent of the total; in 1967, 18.4 percent; in 1968, 18.1 percent; in 1969, 18.6 percent; and in 1970, 26.0 percent.

Program Enrollment. Several of the programs offered in 1970 were not available in 1966 or 1967. Not all programs were offered at all three Colleges. Thus the numbers of graduates from each of the 13 programs listed varied considerably as is indicated in Table 3. As can be noted from the Table, the three largest programs in terms of number of graduates were: Animal Science, Farm and Ranch Production, and Secretarial Arts.

The 13 programs offered can be broadly categorized into 4 main types of programs, namely: Agricultural Technologies, Vocational Agriculture, Secretarial Arts, and Home Economics. The distribution of graduates responding by College and program type is given in Table 4.

Program Duration. Programs offered at the Agricultural Colleges required one to seven sessions, or twelve to eighty-four weeks of attendance for completion. Of the graduates responding, 45.1 percent and 39.1 percent reported attending the College for three and four sessions, respectively. Only 6.4 percent attended for two sessions or less, while 9.5 percent reported attending for five sessions or more.

Graduation Recognition. Four different types of graduation recognition were awarded by the Colleges, namely, diploma, honors diploma, certificate, and letter of attendance. Those who reported



Table 3

Distribution of Graduates Responding by Program  
and College From Which They Graduated  
(Percentages by Rows and Columns)

	Agricultural Mechanics	Agri-business	Animal Science	Artificial Insemination	Dairy Production	Farm & Ranch Production	Hog Production	Soils	Horticulture	Plant Science	Secretarial Arts	Home Economics	Building Materials	Total
Olds	6.0	2.5	14.9	0.0	0.0	19.1	0.0	8.6	8.8	2.8	20.4	16.9	0.0	49.9
Vermilion	11.5	0.8	13.8	13.0	1.5	13.8	3.1	2.7	0.0	3.1	26.4	9.6	0.8	32.8
Fairview	4.4	0.0	11.0	0.0	0.0	28.7	0.0	2.2	0.0	6.6	47.1	0.0	0.0	17.1
Percent of Total	7.5	1.5	13.8	4.4	0.5	19.1	1.0	5.5	4.5	3.4	26.9	11.6	0.3	100.0



Table 4

Distribution of Graduates Responding  
By College and Program Type  
(Percentages by College  
and Total)

College	Program Type				Percent of Total	No.
	Agricul- tural	Voca- tional	Secre- tarial	Home		
	Technol- ogies	Agri- culture	Arts	Econo- mics		
Olds	62.4	0.3	20.4	16.9	49.9	397
Vermilion	46.5	17.6	26.4	9.6	32.8	262
Fairview	53.9	0.0	47.1	0.0	17.1	137
Percent of Total	55.6	5.9	26.9	11.6	100.0	
Number	443	47	214	92		796

\* Eight graduates did not identify the program from which they graduated.





receiving a diploma, constituted 52.8 percent of the respondents; an honors diploma, 21.3 percent of respondents; a certificate, 22.9 percent of respondents, and a letter of attendance, 2.9 percent of the respondents. The percentage of graduates reporting having received an honors diploma decreased from 44.3 percent in 1966 to 3.9 percent in 1970, while the percentage reporting having received a diploma increased from 44.3 percent to 79.6 percent. The percentage reporting having received a certificate increased from 10.0 percent to 14.6 percent during the period 1966 to 1970.

Residence While Attending College. All three Agricultural Colleges provided residences for both male and female students. Thus nearly 89 percent of all respondents reported having lived in residence while attending college. Nearly 6 percent of those who did not live in residence, while at the College, were either married or living at home with their parents.

College Extra Curricular Activities. The Agricultural Colleges provide facilities for recreational, social, cultural and other organized student activities. The students organize and conduct most of their own extra curricular activity programs. Among them are: student government, houseleague or intramural sports, senior sport teams, social and cultural activities, college student publications, and a number of club activities. The percentage of respondents reporting having participated in more than two of the above types of activities was 53.9. Almost 4.5 percent indicated they had participated in student government, 30 percent in social activities, 31 percent in houseleague sports, 8 percent in senior sport teams, 10 percent in college student publications, and 5



percent in student organized clubs. Only about 13 percent reported not having taken an active part in any organized college extra curricular activity. The percentage of males and females having taken part in more than 2 activities was 50.8 and 59.0, respectively.

Number of Staff Consulted. During the period 1966-70 the Agricultural Colleges did not employ guidance counsellors. Thus all personal, vocational or educational counselling of students was done by the instructional and administrative staff. While students were assigned to a specific staff member for counselling purposes, they were free to choose to talk to as many as they wished. Thus at Olds, 56.4 percent of the respondents reported having talked about their program and future to 3 staff members, and an additional 24.6 percent reported having talked to 4 to 6 staff. At Vermilion, 54.3 and 26.3 respondents reported having talked to 1 to 3 and 4 to 6 staff members, respectively, about their program and future. At Fairview the percentages were 61.7 and 15.8. The percentage of respondents reporting having spoken to no staff members at the Olds, Vermilion and Fairview Colleges about their program and future was 8.8, 10.9, and 12.0, respectively.

Only 10.1 percent of all respondents reported having talked about the program and future to no staff members.

### PART III

#### Purpose for Attending the College

The largest percentage (61.7 percent) of those graduates responding indicated their major purpose for attending was job preparation. An additional 32.6 percent reported having attended for



general education, while only 1.3 percent attended to gain qualifications to enter university. Some of the reasons advanced by the 4.3 percent responding 'other' were: "to meet people", "my parents wanted me to attend", "it sounded like a good place to go", and "I didn't know what I wanted to do".

Data in Table 5 (a) indicates that a larger percentage of the females than the males (that is, 82.5 percent vs 48.6 percent) attended for job preparation. This data also indicates that as age increases from "less than 18.0" to "more than 24.9" years, a decreasing percentage of the students attended for general education.

#### Most Important Goals for Attending

As a check, graduates were also asked to indicate what were their most important goals for attending the College. (Table 5 (b)).

The eight choices were: (1) to learn to enjoy life, (2) to get away from home, (3) vocational or technical training, (4) marriage, (5) higher income, (6) to meet people, (7) to develop my personality, and (8) other. The percentages of respondents who indicated each of these as either their first or second choice were: (1) 8.8, (2) 6.7, (3) 90.6, (4) 1.6, (5) 37.4, (6) 30.8, (7) 13.8, and (8) 10.2. Among the other goals listed were: "to work in a field I like", "to learn a trade in which I was interested", "to seek a goal for the future", "to gain a wider scope of the agricultural industry", and "to find myself--to decide what to do with my life--time to think about a career".





Table 5(a)

Distribution of Graduates Responding by Purpose for Attending the College  
and Age at Graduation, Sex, and Program Type  
(Percentages by Columns and Total)

Purpose	Age at Graduation in Years				Sex		Program Type				Total
	Less Than 18.0	18.0 to 20.9	21.0 to 24.9	More Than 24.9	Male	Female	Tech. Agric. *	Voc. Agric.	Sec. Arts	Home Ec.	
for Attending											
Job Preparation	67.9	64.2	52.4	67.7	48.6	82.5	47.4	59.6	91.3	62.5	61.7
General Education	32.1	30.0	43.1	22.6	45.2	12.9	46.9	29.8	7.2	25.0	32.6
To Gain University Entrance	0.0	1.0	2.5	0.0	1.4	1.0	1.6	0.0	0.5	2.3	1.3
Other	0.0	4.8	2.0	9.7	4.7	3.6	3.9	1.4	1.0	10.2	4.3
Percent of Total	3.6	62.7	27.2	7.5	61.1	28.9	55.9	6.0	26.7	11.3	100.0

\* Technical Agriculture - any regularly scheduled program of 4 or more sessions (48 weeks) duration.

Vocational Agriculture - any regularly scheduled program of less than 4 sessions duration.





Table 5(b)

Distribution of Graduates According to Their Two Most Important  
Goals for Attending the College  
(Percentages by Column & Total)

Goals	First Identified	Second Identified	Total
To learn to enjoy life	8.7	0.1	8.8
To get away from home	5.9	0.8	6.7
Vocational or technical training	78.8	11.8	90.6
Marriage	0.3	1.3	1.6
Higher Income	3.4	34.0	37.4
To meet people	1.8	29.0	30.8
To develop my personality	0.6	13.2	13.8
Other	0.5	9.7	10.2
Percent of Total	100.0	100.0	200.0



## PART IV

## POST GRADUATION ACTIVITIES

Formal Education

Respondents were asked to indicate whether or not they had received any formal education after graduating from the College, and if so, where, when, and how much such education.

Nearly 20 percent (19.6 percent) of the graduates indicated they had received some formal education after graduation. Approximately 63 percent of those who received further formal education were males. Seventy-one percent of all graduates who took further formal education had received one year or less, 16.6 percent received 1 to 2 years, 6.2 percent received 2 to 3 years, 4.1 percent received 3 to 4 years, and 2.1 percent received more than 4 years of further formal education after graduating from an Agricultural College.

The data received with respect to further formal education were classified according to type of institution attended. See Appendix B for the classification of educational institutions. Of the 146 who named the institution attended, 13.0 percent attended a high school, 16.4 percent attended an Alberta Vocational Centre, 17.8 percent attended the Northern or Southern Alberta Institute of Technology, 13.7 percent attended one of the five Alberta Public Colleges, 6.8 percent attended another Agricultural College, 17.8 percent attended an Alberta university, 3.4 percent attended a non-Alberta but Canadian college or institute of technology, 4.1 percent attended a non-Alberta, Canadian university, and 6.8 percent attended a non-Canadian university or college. Only 2.1 percent obtained a



university degree, while 10.2 obtained technical or vocational qualifications. Those who obtained high school qualifications (that is, a diploma or matriculation) constituted 6.6 percent of the total group receiving further education.

### Employment of Graduates

The primary objective of the Agricultural and Vocational Colleges was (and is) to train people for successful employment, either on or off the farm. Relevant data obtained from the questionnaire are presented hereafter.

Current Employment Status. Seven hundred and eighty-eight (788) graduates identified their current employment status according to the 9 choices listed in the questionnaire (Question c, Part IV, page 4, Appendix A). More than 64 percent of the total group (excluding housewives) were employed full time while 4.9 percent were employed part time. From Table 6 following, it can be noted that only 3.3 percent were unemployed, while 10.2 percent were housewives not employed outside the home. Housewives, employed either full time or part time outside the home constituted 9.3 percent of the total group, or approximately 47 percent of all housewives responding. Thus 71.2 percent of the 788 graduates were employed full time and an additional 10.2 percent were employed part time. Students constituted 7.5 percent of the total group (788).

Of the 3.3 percent who were unemployed, 26.9 percent graduated from secretarial arts, 15.4 percent from each of home economics and farm and ranch production, and 7.7 percent from each of agricultural mechanics, artificial insemination, horticulture, and plant science (Table 6).



Table 6

Distribution of 1966-70 Graduates by Program and  
Current Employment Status (March 1, 1971)  
(Percentages by Row and Total)  
N = 788

Program Taken		Current Employment Status						
		Employed Full Part Time Time	Un- Employed	Housewife		Student		Other
				Not Employed Outside Home	<u>Employed</u> Part Time Full Time	Not Employ- ed	Employ- ed Also	
1. Agricultural Mechanics	78.3 8.3	3.3	0.0	0.0	0.0	1.7	8.3	0.0 7.6
2. Agri-Business	83.3 0.0	0.0	8.3	0.0	0.0	0.0	0.0	8.3 1.5
3. Animal Science	87.2 2.8	0.0	0.9	0.0	0.0	3.7	3.7	1.8 13.8
4. A.I.	71.4 22.9	5.7	0.0	0.0	0.0	0.0	0.0	0.0 4.4
5. Dairy Production	50.0 25.0	25.0	0.0	0.0	0.0	0.0	0.0	0.0. 0.5
6. Farm & Ranch Production	81.9 10.1	2.7	0.0	0.0	0.0	1.3	3.4	0.7 18.9
7. Hog Production	83.3 0.0	0.0	0.0	0.0	0.0	0.0	16.7	0.0 0.8
8. Soils	81.8 4.5	2.3	0.0	0.0	0.0	11.4	0.0	0.0 5.6
9. Horticulture	77.8 0.0	5.6	8.3	0.0	0.0	5.6	2.8	0.0 4.6
10. Plant Science	66.7 11.1	7.4	0.0	0.0	0.0	11.1	3.7	0.0 3.4
11. Secretarial Arts	39.4 0.5	3.3	24.4	6.6	20.7	4.7	0.5	0.0 27.0
12. Home Economics	37.4 1.1	4.4	25.3	5.5	11.0	9.9	5.5	0.0 11.5
13. Building Materials	50.0 0.0	50.0	0.0	0.0	0.0	0.0	0.0	0.0 0.3
Percent of Total	64.3 4.9	3.3	10.2	2.4	6.9	4.6	2.9	0.5 100.0







In comparison to the other programs listed, home economics had the lowest percentage of graduates, single or married, employed (at the time of this study) full time outside the home (that is, 48.4 percent). By way of comparison, 60.1 percent of the secretarial arts graduates, married or single were employed full time outside the home.

Comparing the current employment status of male and female graduates, it can be noted from Table 6 that 81.4 percent of the male graduates reported full time employment, while only 56.0 percent of the female graduates so reported. However, 25.1 percent of the female graduates were, as of March 1, 1971, housewives not employed outside the home. Considering being a housewife as a full time occupation, then 81.1 percent of the female graduates were employed full time. In a similar comparison, it can be noted from Table 7 that 4.2 percent of the female graduates and 2.7 percent of the male graduates indicated they were unemployed at time of completion of questionnaire.

Period From Graduation to Employment. As can be seen from Table 8, 78.7 percent of the respondents indicated they were employed within one month after graduation. An additional 11.2 percent and 4.8 percent were employed within 2 to 3 months and 4 to 6 months, respectively, following graduation. Only 5.4 percent sought employment for more than 6 months to obtain their first job.

Perceived Relation of Program Taken to First Job. Nearly 41 percent of the graduates responding to the questionnaire perceived the program which they took while at College as being related very much to their first job (Table 9). However, 20.9 percent perceived the program taken as having no or little relation to their first job.



Table 7

Distribution of 1966-70 Graduates According to Sex  
and Current Employment Status (March 1, 1971)  
(Percentages by Row and Total)  
N = 796

Current Employment Status										
Sex	Employed		Un- Employ- ed	Housewife			Student		Other	Total
	Full Time	Part Time		Not Employed Outside Home	Employed		Not Employ- ed	Employ- ed Part Time		
			Part Time		Full Time					
	Male	81.4	7.6	2.7	0.0	0.0	0.0	3.5	1.2	
Female	38.6	0.6	4.2	25.1	6.1	17.4	1.9	0.0	39.1	
Percent of Total	64.7	4.9	3.3	10.1	2.4	6.8	2.9	0.5	100.0	



Table 8

Distribution of 1966-70 Graduates According to Type of Graduation  
Recognition Received and Time From  
Graduation to First Employment  
(Percentages by Rows & Total)  
N = 644

Type of Graduation Recognition	Time From Graduation to Employment					Total
	Less than 1 mo.	2-3 mos.	4-6 mos.	7-12 mos.	Other	
1. Diploma	81.0	9.8	3.9	1.2	4.2	52.2
2. Honors Diploma	82.0	9.8	5.3	0.8	2.3	20.7
3. Certificate	72.9	14.2	6.5	3.2	3.2	24.1
4. Other - Letter of Attendance	65.0	20.0	5.0	0.0	10.0	3.1
Percent of Total	78.7	11.2	4.8	1.6	3.8	100.0



Table 9

Distribution of Graduates According to Perceived Relationship  
of the Program Taken to Their First Employment  
Alberta Agricultural & Vocational College  
Graduates 1966-70  
(Percentages by Rows and Total)  
N = 719

Program  Taken	Relation to First Employment							Total
	None  (1)	Little  (2)	Some  (3)	Considerable		Very Much		
				(4)	(5)	(6)	(7)	
1. Agricultural Mechanics	16.4	9.1	12.7	7.3	10.9	20.0	23.6	7.6
2. Agri-Business	0.0	27.3	0.0	18.2	36.4	18.2	0.0	1.5
3. Animal Science	22.7	11.3	12.4	8.2	15.5	11.3	18.6	13.5
4. A.I.	12.1	0.0	15.2	6.1	9.1	12.1	45.5	4.6
5. Dairy Production	66.7	0.0	33.3	0.0	0.0	0.0	0.0	0.4
6. Farm & Ranch Production	22.3	3.8	13.1	12.3	13.1	16.2	19.2	18.1
7. Hog Production	16.7	0.0	0.0	33.3	0.0	16.7	33.3	0.8
8. Soils (including Irrigation)	10.5	0.0	10.5	13.2	18.4	26.3	21.1	5.3
9. Horticulture	2.8	2.8	16.7	16.7	13.9	16.7	30.6	5.0
10. Plant Science	20.8	4.2	4.2	20.8	12.5	25.0	12.5	3.3
11. Secretarial Arts	5.0	6.0	14.4	8.0	16.9	22.4	27.4	28.0
12. Home Economics	19.3	10.8	20.5	8.4	12.0	16.9	12.0	11.5
13. Bldg. Materials	50.0	0.0	0.0	0.0	0.0	50.0	0.0	0.3
Percent of Total	14.5	6.5	13.8	10.2	14.5	18.4	22.3	100.0





There were no significant differences ( $\alpha = .05$ ) between the perceived relation of the program to the first job and the year of graduation (Table 10). There were however, differences among the programs taken and the perceived relation of the program to the first job. Of the programs with more than 24 graduates, the program was perceived as being related very much to the first job after graduation by 43.6 percent of the agricultural mechanics graduates, 29.9 percent of the animal science graduates, 57.6 percent of the A.I. graduates, 35.4 percent of the farm and ranch production graduates, 47.4 percent of the soils graduates, 47.3 percent of the horticulture graduates, 37.5 percent of the plant science graduates, 49.8 percent of the secretarial arts graduates and 28.9 percent of the home economics graduates. (Table 9)

Graduates reporting no perceived relation between the program taken and their first job include: Home Economics, 42.6 percent; Plant Science, 16.7 percent; Hog Production, 16.7 percent; Farm and Ranch Production, 19.3 percent; and Animal Science, 19.8 percent.

The differences reported among the program duration categories (i.e. the length of attendance of the student at the College--1 to 7 sessions or 12 to 84 weeks) and the perceived relation of the program taken to the first job are given in Table 11. It can be noted from this table that nearly equal percentages (that is, 40 percent) of the respondents in each of the seven duration categories perceived the program to have been very much related to their first job. The percentage of graduates reporting no perceived relation of the program taken to the first job varied from 0.0 to 17.6 over the seven duration categories.



Table 10

Distribution of Graduates According to the Year of Graduation  
and the Perceived Relation of the Program Taken  
to the First Job Held After Graduation  
(Percentages by Row and Total)

N = 720

Graduation Year	Relation of Program Taken to First Job							Total
	None	Little	Some	Considerable		Very	Much	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	
1966	12.3	8.7	8.0	10.1	18.1	21.0	21.7	19.2
1967	16.8	7.3	14.6	16.1	10.9	15.3	19.0	19.0
1968	16.1	4.8	16.1	7.3	12.9	15.3	27.4	17.2
1969	9.4	6.5	19.6	12.3	14.5	21.0	16.7	19.2
1970	16.9	5.5	11.5	6.0	15.3	18.6	26.2	25.4
Percent of Total	14.4	6.5	13.7	10.1	14.4	18.3	22.4	100.0



Table 11

Distribution of Graduates According to the Program Duration  
and the Perceived Relation of the Program Taken  
to the First Job Held After Graduation  
(Percentages by Row and Total)

N = 720

Program	Relation of Program Taken to First Job*							Total
	Duration	None	Little	Some	Considerable	Very Much		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	
1 Session**	13.9	0.0	16.7	11.1	2.8	13.9	41.7	5.0
2 Sessions	17.6	0.0	17.6	5.9	11.8	29.4	17.6	2.4
3 Sessions	11.7	7.7	14.8	8.3	16.0	18.8	22.8	45.1
4 Sessions	17.6	5.4	12.2	13.6	14.3	16.5	20.4	38.7
5 Sessions	17.3	11.5	13.5	5.8	11.5	21.2	19.2	7.2
6 Sessions	0.0	10.0	10.0	0.0	30.0	40.0	10.0	1.4
7 or More Sessions	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.1
Percent of Total	14.4	6.5	13.7	10.1	14.4	18.3	22.4	100.0

\* The five category verbal scale was equated to the seven category numerical scale as indicated since it was deemed the diversity or range of meaning of "considerable" and "very much" was sufficiently larger than the other three verbal categories to warrant division into two numerical divisions each.

\*\* One Session = 12 to 14 weeks

Two to three Sessions = One year of course work



The similarities and differences among the graduation recognition categories (that is, diploma, honors diploma, certificate and letter of attendance) and the perceived relation of the program to the first job after graduation are given in Table 12. Nearly 40 percent of the diploma graduates perceived the program taken as being very much related to the first job, while 35.2 percent of the honors diploma graduates, 48.8 percent of the certificate graduates and 35.0 percent of those who had received a letter of attendance reported a similar relation. Almost identical percentages (that is, 24.7 percent and 24.1 percent respectively) of the diploma and honors diploma graduates perceived the program taken as having no relation to the first job after graduation. However, only 10.2 percent of the certificate graduates perceived the program as not being related to their first job.

Number of Jobs. Graduates were asked to indicate the number of different jobs held between graduation and completion of the questionnaire. This period of time would vary from 9 months (for the 1970 graduates) to 4 years, 9 months (for the 1966 graduates). Nevertheless, 72.7 percent of those responding reported having held only one or two jobs since graduation, as is indicated in Table 13 following. While there was considerable variation between the number of jobs held and the program taken, only 5.0 percent of all respondents held five or more different jobs in the interim period. With respect to the 2 largest groups of graduates (numerically), Farm and Ranch Production and Secretarial Arts, 51.1 percent and 52.0 percent respectively, report having had only one job since graduation.

Perceived Relation of Program Taken to Current Employment.







Table 12

Distribution of Graduates According to the Graduation  
Recognition Received and the Perceived Relation of  
the Program Taken to First Job After Graduation  
(Percentages by Row and Total)

N = 684

Graduation Recognition	Relation of Program Taken to First Job							Total
	None	Little	Some	Considerable	Very	Much*		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	
1. Diploma	16.9	7.8	12.2	10.5	13.0	17.5	22.2	52.8
2. Honors Diploma	17.9	6.2	11.7	11.0	17.9	16.6	18.6	21.2
3. Certificate	7.0	3.2	18.4	8.9	13.9	24.1	24.7	23.1
4. Other - Letter of Attendance	5.0	10.0	20.0	10.0	20.0	10.0	25.0	2.9
Percent of Total	14.5	6.4	13.7	10.2	14.5	18.6	22.1	100.0

\* The five category verbal scale was equated to the seven category numerical scale as indicated since it was deemed the diversity or range of meaning of "considerable" and "very much" was sufficiently larger than the other three verbal categories to warrant division into two numerical divisions each.



Table 13

Distribution of Graduates According to the Program Taken and  
the Number of Different Jobs Held by Graduates Between  
Graduation and Completion of Questionnaire  
(Percentages by Row and Total)

N = 722

Program Taken	Number of Different Jobs									Total
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	9 or More	
1. Agricultural Mechanics	50.9	20.0	20.0	5.5	3.6	0.0	0.0	0.0	0.0	7.6
2. Agri-Business	54.5	27.3	9.1	0.0	9.1	0.0	0.0	0.0	0.0	1.5
3. Animal Science	37.4	28.3	21.2	6.1	3.0	1.0	0.0	2.0	1.0	13.7
4. A.I.	53.1	31.3	6.2	0.0	0.0	6.2	0.0	0.0	3.1	4.4
5. Dairy Production	66.7	33.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.4
6. Farm & Ranch Production	51.1	21.1	13.5	6.8	1.5	2.3	0.0	0.8	3.0	18.4
7. Hog Production	83.3	0.0	16.7	0.0	0.0	0.0	0.0	0.0	0.0	0.8
8. Soils (incl. Irrigation)	76.9	7.7	15.4	0.0	0.0	0.0	0.0	0.0	0.0	5.4
9. Horticulture	31.4	40.0	22.9	0.0	5.7	0.0	0.0	0.0	0.0	4.8
10. Plant Science	52.0	28.0	4.0	8.0	0.0	8.0	0.0	0.0	0.0	3.5
11. Secretarial Arts	41.6	20.7	15.8	8.9	2.0	0.0	0.5	0.0	0.5	28.0
12. Home Economics	41.3	27.5	20.0	7.5	2.5	0.0	1.2	0.0	0.0	11.1
13. Building Materials	50.0	50.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.3
Percent of Total	46.4	26.3	16.2	6.1	2.2	1.1	0.3	0.4	1.0	100.0



Since graduates may have obtained their first job for many reasons other than its direct relation to the program taken, they were asked to specify the relation of the program taken to their current job. Of the 616 respondents currently employed, 39.5 percent perceived their current employment as being related very much to the program taken in College. (Table 14) Nearly 22 percent perceived their current employment as having little or no relation to the program taken in College (Table 14). Of the two largest groups of graduates (Farm and Ranch Production and Secretarial Arts), 37.0 percent and 44.5 percent respectively, perceived their current employment as very much related to the program taken in College.

Nearly 62 percent of those who are currently employed reported their major purpose for attending College as "job preparation", 33.4 percent gave their major purpose as general education (Table 15). Of these two groups, 41.8 percent and 35.8 percent, respectively, perceived the program taken as being related very much to their current employment. (Table 15).

#### Employment Since Graduation

Question (i) of Section h asked graduates to indicate the job title, firm, location (town or city), gross monthly starting salary, and period of employment for their first and current jobs. Tables 16 to 21 summarize the data received.

First Job. It can be noted from Table 16 (a) that the largest single group (that is, 45.5 percent of the total) were first employed in clerical and sales occupations. Slightly more than 69 percent of this group graduated from the Secretarial Arts program,



Table 14

Distribution of Graduates According to Perceived Relationship  
of Current Employment to the Program Taken in College  
(Percentages by Row and Total)  
N = 616

Program Taken	Relation of Current Employment to Program							Total
	None	Little	Some	Considerable	Very	Much		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	
1. Agricultural Mechanics	7.7	5.8	19.2	5.8	13.5	19.2	28.8	8.4
2. Agri-Business	0.0	36.4	9.1	9.1	18.2	27.3	0.0	1.8
3. Animal Science	19.8	7.3	16.7	8.3	12.5	11.5	24.0	15.6
4. A.I.	9.7	12.9	16.1	9.7	12.9	6.5	32.3	5.0
5. Dairy Production	0.0	0.0	50.0	0.0	50.0	0.0	0.0	0.3
6. Farm & Ranch Production	19.3	5.2	16.3	11.1	11.1	14.8	22.2	21.9
7. Hog Production	16.7	0.0	16.7	0.0	0.0	33.3	33.3	1.0
8. Soils	2.8	11.1	8.3	16.7	13.9	27.8	19.4	5.8
9. Horticulture	3.6	7.1	14.3	14.3	10.7	17.9	32.1	4.5
10. Plant Science	16.7	0.0	16.7	22.2	16.7	11.1	16.7	2.9
11. Secretarial Arts	7.5	3.4	17.8	11.0	15.8	20.5	24.0	23.7
12. Home Economics	42.6	11.1	5.6	1.9	14.8	9.3	14.8	8.8
13. Building Materials	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.2
Percent of Total	14.9	6.8	15.4	9.9	13.5	16.4	23.1	100.0





Table 15

Distribution of Graduates According to Purpose for Attending  
a College and the Perceived Relation of the Current  
Employment to the Program Taken in College  
(Percentages by Row and Total)  
N = 610

Purpose for Attending	Relation of Current Job to Program Taken							Total
	None	Little	Some	Considerable	Very	Much		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	
1. Job Preparation	12.0	5.1	14.9	10.4	16.0	18.4	23.4	61.6
2. General Education	18.6	8.3	15.2	9.3	12.7	14.7	21.1	33.4
3. To Gain University Entrance	28.6	14.3	0.0	0.0	0.0	14.3	42.9	1.1
4. Other	21.7	17.4	21.7	8.7	0.0	8.7	21.7	3.8
Percent of Total	14.8	6.7	15.1	9.8	14.1	16.7	22.8	100.0



Table 16 (a)

Distribution of Graduates According to Program Taken  
at College and First Job Type After Graduation  
(Percentages by Rows and Total)

Program Taken	First Job Title Type *										Percent of Total
	Professional Technical	Managerial	Clerical & Sales	Service	Farming & Related	Processing	Machine Trades	Benchwork	Structural Work	Miscellaneous	
1. Agricultural Mechanics	18.8		9.4	6.4	12.5	9.4	25.0	9.4	9.4	0.0	5.8
2. Agri-Business	66.7		16.7	16.7	0.0	0.0	0.0	0.0	0.0	0.0	1.1
3. Animal Science	21.5		15.2	7.6	39.2	3.8	2.5	1.3	5.1	3.8	14.3
4. A.I.	31.6		0.0	0.0	63.2	0.0	0.0	0.0	5.3	0.0	3.4
5. Dairy Production	100.0		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2
6. Farm & Ranch Production	19.1		8.8	4.4	30.9	10.3	7.4	1.5	13.2	4.4	12.3
7. Hog Production	33.3		33.3	0.0	33.3	0.0	0.0	0.0	0.0	0.0	0.5
8. Soils	82.5		0.0	5.0	2.5	5.0	0.0	0.0	2.5	2.5	7.2
9. Horticulture	38.7		3.2	0.0	54.8	0.0	0.0	0.0	0.0	3.2	5.6
10. Plant Science	45.5		18.2	0.0	22.7	0.0	0.0	0.0	13.6	0.0	4.0
11. Secretarial Arts	0.0		96.2	1.6	0.0	0.5	0.5	0.0	0.5	0.5	32.9
12. Home Economics	2.9		70.0	22.9	0.0	1.4	1.4	1.4	0.0	0.0	12.6
13. Building Materials	0.0		0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.2
Percent of Total	19.0	45.5	6.0	16.8	3.1	3.1	1.1	4.0	1.6	100.0	

\* Job type classified according to U.S. Department of Labor Dictionary of Occupational Titles.



Table 16 (b)

Distribution of Graduates by Type of Program Taken at the College  
and First Job Type After Graduation  
(Percentage by Row and Total)

Program Type **	Job Type *										Percent of Total
	Professional Technical	Managerial	Clerical & Sales	Service	Farming & Related	Processing	Machine Trades	Benchwork	Structural Work	Miscellaneous	
1. Agricultural Technologies	34.0		10.0	5.0	28.3	5.4	5.4	1.4	7.2	2.9	50.4
2. Vocational Agriculture	34.8		4.3	0.0	56.5	0.0	0.0	0.0	4.3	0.0	4.1
3. Secretarial Arts	0.0		96.2	1.6	0.0	0.5	0.5	0.0	0.5	0.5	32.9
4. Home Economics	2.9		70.0	22.9	0.0	1.4	1.4	1.4	0.0	0.0	12.6
Percent of Total	19.0		45.5	6.0	16.8	3.1	3.1	1.4	4.0	1.6	100.0

\* Job Type - classified according to the U.S. Department of Labor, Dictionary of Occupational Titles, Vol.II

\*\*Program Type: 1. Agricultural Technology - any regularly scheduled program of 4 or more sessions (48 weeks or more) duration.

2. Vocational Agriculture - less than 4 sessions (48 weeks) duration.



while 19.4 percent graduated from one of the home economics programs.

The second largest group (that is, 19.0 percent of the graduates) were first employed in professional, technical, and managerial occupations. Of this group, Soils graduates represent 31.4 percent; Animal Science graduates, 16.2 percent; Farm and Ranch Production graduates, 12.4 percent; and Horticultural graduates, 11.4 percent.

The third major group of graduates (that is, 16.8 percent) were first employed in farming and related occupations. As can be noted from Schedule II of Appendix B, this group includes persons engaged in plant farming (including grain and horticultural crops, gardening, and groundskeeping occupations), animal farming (including dairy, beef, poultry, sheep and swine production occupations), miscellaneous farming (including irrigation and specialty crop production occupations), fishing occupations, forestry occupations, hunting, trapping and related occupations, and agricultural service occupations (including animal care, animal service (A.I.), etc.) and pest and weed control occupations. Over 33 percent of this group were animal science graduates, 22.6 percent were farm and ranch production graduates, 18.3 percent were horticulture graduates, and 12.9 percent were artificial insemination graduates.

Current Job. Tables 17 (a) and (b) summarize the data received with respect to the current jobs of graduates. Again it can be noted that the largest group (that is, 43.3 percent) are employed in clerical and sales jobs. The second largest group (that is, 26.3 percent) are employed in professional, technical and managerial jobs. The group employed in farming (that is, 11.9 percent of total or 49 persons) includes only those persons employed by







Table 17 (a)

Distribution of Graduates by Program Taken at College  
and Current Job (as of March 1, 1971)  
(Percentages by Rows and Total)

Program Taken	Current Job Type *										Percent of Total
	Professional Technical Managerial	Clerical & Sales	Service	Farming & Related	Processing	Machine Trades	Benchwork	Structural Work	Miscellaneous		
1. Agricultural Mechanics	22.7	9.1	4.5	13.6	4.5	22.7	13.6	4.5	4.5	5.4	
2. Agri-Business	42.9	9.2	14.3	14.3	0.0	0.0	0.0	0.0	0.0	1.7	
3. Animal Science	41.5	9.2	3.1	21.5	6.2	0.0	6.2	3.1	9.2	15.8	
4. A.I.	20.0	6.7	6.7	46.7	13.3	0.0	6.7	0.0	0.0	3.6	
5. Dairy Production	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	
6. Farm & Ranch Production	22.0	10.0	6.0	20.0	10.0	8.0	2.0	8.0	14.0	12.2	
7. Hog Production	66.7	33.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.7	
8. Soils	87.9	0.0	0.0	6.1	3.0	0.0	3.0	0.0	0.0	8.0	
9. Horticulture	60.7	3.6	3.6	32.1	0.0	0.0	0.0	0.0	0.0	6.8	
10. Plant Science	58.3	8.3	0.0	16.7	16.7	0.0	0.0	0.0	0.0	2.9	
11. Secretarial Arts	1.6	94.6	0.8	0.0	0.8	0.0	0.0	0.0	2.3	31.4	
12. Home Economics	2.2	71.7	19.6	2.2	0.0	0.0	4.3	0.0	0.0	11.2	
Percent of Total	26.3	42.3	4.6	11.9	3.9	2.2	2.9	1.7	4.1	100.0	

\* Current Job Type classified according to the U.S. Department of Labor, Dictionary of Occupational Titles, Vol. II (Appendix B).



Table 17 (b)

Distribution of Graduates According to Type of Program  
Taken at College and Current Job Type  
(Percentages by Rows and Totals)

Program Type **	Job Type *									Percent of Total
	Professional Technical Managerial	Clerical & Sales	Service	Farming & Related	Processing	Machine Trades	Benchwork	Structural Work	Miscellaneous	
1. Technical Agriculture	45.6	7.8	3.7	18.9	6.0	4.1	4.1	3.2	6.5	100.0
2. Vocational Agriculture	31.6	10.5	5.3	36.8	10.5	0.0	5.3	0.0	0.0	100.0
3. Secretarial Arts	1.6	94.6	0.8	0.0	0.8	0.0	0.0	0.0	0.0	100.0
4. Home Economics	2.2	71.7	19.6	2.2	0.0	0.0	4.3	0.0	0.0	100.0
Percent of Total	26.3	42.3	4.6	11.9	3.9	2.2	2.9	1.7	4.1	100.0

\* Job Type - classified according to the U.S. Department of Labor, Dictionary of Occupational Titles, Vol. II, (Appendix B)

\*\* Program Type - classified according to Appendix C, this publication.



someone else. All persons who either own and operate their own farm or their parents' farm are included in a separate table (Table 21). Thus the total number currently engaged in farming, either as employees or as self-employers is  $49 + 152 = 201$  graduates. While only 11.9 percent of the graduates report their job at the time of this survey (March 1, 1971) as farming, it should be noted from Table 17 (b) that 18.9 percent and 36.8 percent of the technical and vocational agricultural graduates were employed by someone else on a farm.

Employment Firm. The firms which first and currently employed the graduates were categorized and classified according to the schedule developed for this study (See Schedule III, Appendix B). Table 18 summarizes the data obtained from the questionnaire according to first job and current job. It can be noted from these tables that the largest employer of graduates both firstly and currently is government services. Government services was the largest single employer of graduates in Dairy Production, Soils, Horticulture, Plant Science and Secretarial Arts. Farmers and ranchers were the largest initial employer of graduates in Animal Science and Artificial Insemination. Retail and wholesale firms were the largest initial and current employer of graduates in Agricultural Mechanics, Agri-Business, Hog Production and Home Economics.

Location of Employment. The location (town or city) of the first and current employment were coded according to Schedule IV, Appendix B. Table 19 summarizes the data received in this regard. It can be noted from Table 19 that 36.7 percent of the graduates were first employed in the 2 major urban centers, Edmonton (21.3 percent)





Table 18

Distribution of Graduates According to Program Taken at  
College and Firm Type First and Currently (in Brackets)  
Employing Graduates After Graduation  
(Percentages by Rows and Columns)  
N = 402

Program Taken	Employment Firm Type *										Percent of Total
	Farmers & Ranchers	Retail &/or Wholesale Trade	Transportation Communication Utilities	Production/ Processing	Government Services	Comm. Service & Business	Education	Banking & Finance	Construction		
1. Agricultural Mechanics	9.4 (4.3)	40.6 (43.5)	6.2 (13.0)	21.9 (21.7)	12.5 (8.7)	3.1 (0.0)	3.1 (4.3)	0.0 (0.0)	3.1 (4.3)	5.9 (5.7)	
2. Agri-Business	14.3 (0.0)	28.6 (50.0)	28.6 (16.7)	0.0 (0.0)	14.3 (33.3)	0.0 (0.0)	14.3 (0.0)	0.0 (0.0)	0.0 (0.0)	1.3 (1.5)	
3. Animal Science	31.5 (14.5)	17.8 (16.1)	5.5 (8.1)	12.3 (11.3)	21.9 (29.0)	1.4 (3.2)	2.7 (3.2)	0.0 (11.3)	6.8 (3.2)	13.4 (15.4)	
4. Artificial Insemination	87.5 (53.3)	0.0 (0.0)	0.0 (0.0)	12.5 (26.7)	0.0 (6.7)	0.0 (0.0)	0.0 (0.0)	0.0 (6.7)	0.0 (6.7)	2.9 (3.7)	
5. Dairy Production	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	100.0 (100.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.2 (0.2)	





Table 18 (continued)

Program Taken	Employment Firm Type *										Percent of Total
	Farmers & Ranchers	Retail &/or Wholesale Trade	Transportation Communication Utilities	Production/ Processing	Government Services	Comm. Service & Business	Education	Banking & Finance	Construction		
6. Farm & Ranch Production	16.7 (6.5)	16.7 (19.6)	10.6 (17.4)	18.2 (32.6)	21.2 (17.4)	0.0 (0.0)	1.5 (0.0)	6.1 (4.3)	9.1 (2.2)	12.1 (11.4)	
7. Hog Production	33.3 (33.3)	66.7 (66.7)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.6 (0.7)	
8. Soils	0.0 (2.9)	2.4 (2.9)	2.4 (5.9)	7.3 (2.9)	80.5 (79.4)	2.4 (0.0)	2.4 (5.9)	0.0 (0.0)	2.4 (0.0)	7.5 (8.5)	
9. Horticulture	12.9 (7.4)	3.2 (3.7)	0.0 (0.0)	3.2 (3.7)	54.5 (55.6)	9.7 (7.4)	6.5 (11.1)	0.0 (0.0)	9.7 (11.1)	5.7 (6.7)	
10. Plant Science	9.5 (0.0)	14.3 (16.7)	9.5 (0.0)	0.0 (16.7)	42.9 (58.3)	0.0 (0.0)	4.8 (8.3)	4.8 (0.0)	14.3 (0.0)	3.9 (3.0)	
11. Secretarial Arts	0.0 (1.6)	9.9 (8.7)	5.5 (3.9)	5.0 (7.9)	46.4 (38.6)	11.0 (14.2)	3.3 (5.5)	17.7 (19.7)	1.1 (0.0)	33.3 (31.6)	
12. Home Economics	0.0 (0.0)	66.2 (43.5)	0.0 (2.2)	2.8 (8.7)	4.2 (8.7)	18.3 (15.2)	5.6 (4.3)	2.8 (17.4)	0.0 (0.0)	13.1 (11.4)	



Table 18 (continued)

Program Taken	Employment Firm Type *										Percent of Total
	Farmers & Ranchers	Retail &/or Wholesale Trade	Transportation Communication Utilities	Production/ Processing	Government Services	Comm. Service & Business	Education	Banking & Finance	Construction		
13. Building Materials	0.0 ---	100.0 ---	0.0 ---	0.0 ---	0.0 ---	0.0 ---	0.0 ---	0.0 ---	0.0 ---	0.2 ---	
Percent by Total	10.8 (6.7)	20.6 (17.2)	5.1 (6.2)	8.3 (12.2)	33.5 (33.3)	7.2 (7.2)	3.5 (4.5)	7.2 (10.7)	3.9 (2.0)	100.0 (100.0)	

\* Employment Firm Type - classified according to schedule developed for this study -- see Appendix B.



Table 19

Distribution of Graduates According to the  
Geographic Location of Their First and  
Current (at Time of Study) Employment  
(Percentages by Column and Total)

Geographic Location*	First Employment N = 553	Current Employment N = 404
<hr/>		
Cities:		
1. Medicine Hat	0.5	0.7
2. Lethbridge	5.1	3.2
3. Calgary	15.4	17.8
4. Red Deer	1.4	2.0
5. Edmonton	21.3	19.8
<hr/>		
Total Cities	43.7	43.5
<hr/>		
Areas (excluding above cities)		
1. Far South - C.D. #1, 2, 3, 9	5.1	2.5
2. South - C.D. 4, 5, 6	6.5	6.7
3. North East - C.D. 7, 10, 12	12.1	10.1
4. South Central - C.D. 8	3.1	2.7
5. North Central - C.D. 11, 13	3.6	5.2
6. North West - C.D. 14, 15	16.5	16.3
<hr/>		
Other		
1. Non-Alberta Canadian	9.4	12.9
2. Non-Canadian	0.0	0.0
<hr/>		
Percent of Total	100.0	100.0
<hr/>		

\* Geographic Location of Employment categorized according to a schedule developed for this study (See Appendix B).



and Calgary (15.4 percent). It also can be observed from Table 19 that 9.4 percent of the graduates were first employed and 12.9 percent of the graduates are currently employed outside Alberta.

Salary. The distribution of salaries, starting and current, are given in Table 20. The mean starting salary for all graduates was \$329 per month (S.D. = \$134/month). It can be noted from Table 20 that more than 50 percent (that is, 54.7 percent) of all graduates reported a starting salary of \$299/month or less. The three groups of graduates in which less than 50 percent report a starting salary below \$400/month are: Soils, Horticulture, and Plant Science. The modal and median starting salary for all three groups would be in the \$400 to \$499/month range. The median salary for Soils, Horticulture and Plant Science respectively would be \$480/month, \$422/month, and \$404/month.

The mean starting salary for current job reported was \$495 per month (S.D. = \$155). The percentages of graduates by programs with current starting salaries over \$500/month are: Agri-Mechanics, 43.0 percent; Agri-Business, 50.1 percent; Animal Science, 37.8 percent; A.I., 49.9 percent; Dairy Production, 0.0 percent; Farm and Ranch Production, 37.3 percent; Hog Production, 0.0 percent; Soils, 47.0 percent; Horticulture, 61.4 percent; Plant Science, 36.4 percent; Secretarial Arts, 2.4 percent; Home Economics, 2.6 percent. Nearly 45 percent of the Agricultural Technology graduates reported a starting salary for their current job in excess of \$500/month.

Period of Employment. While the range of period of employment for both the first and current jobs varied widely, the mean period of employment for the first job reported was 11.8 months





Table 20

Distribution of Graduates According to Program Taken at College  
and Starting Salary for First and Current (In Brackets)  
Employment Following Graduation  
(Percentages by Rows and Columns)

Program	Starting Salary in Dollars Per Month									Percent of total
	00.0 to 199	200 to 299	300 to 399	400 to 499	500 to 599	600 to 699	700 to 799	800 to 899	900 to 999	
Taken										
1. Agricultural Mechanics	55.0 (0.0)	5.0 (4.3)	13.3 (26.1)	20.0 (21.7)	3.3 (21.7)	1.7 (13.0)	0.0 (8.7)	0.0 (4.3)	1.7 (0.0)	7.5 (6.0)
2. Agri-Business	41.7 (0.0)	8.3 (0.0)	8.3 (0.0)	25.0 (50.0)	8.3 (16.7)	0.0 (16.7)	8.3 (16.7)	0.0 (0.0)	0.0 (0.0)	1.5 (1.6)
3. Animal Science	35.5 (1.6)	10.0 (4.9)	20.9 (11.5)	22.7 (44.3)	8.2 (23.0)	0.9 (6.6)	0.0 (1.6)	1.8 (3.3)	0.0 (3.3)	13.8 (15.9)
4. A.I.	57.1 (0.0)	8.6 (0.0)	17.1 (33.3)	5.7 (16.7)	5.7 (16.7)	2.9 (8.3)	0.0 (8.3)	0.0 (8.3)	2.9 (8.3)	4.4 (3.1)
5. Dairy Production	75.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (100.0)	25.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.5 (0.3)
6. Farm & Ranch Production	60.5 (0.0)	5.9 (0.0)	15.1 (27.9)	11.2 (34.9)	2.0 (16.3)	1.3 (7.0)	2.0 (4.7)	0.7 (2.3)	1.3 (7.0)	19.1 (11.2)



Table 20 (continued)

Program	Starting Salary in Dollars Per Month								Percent	
	00.0 to 199	200 to 299	300 to 399	400 to 499	500 to 599	600 to 699	700 to 799	800 to 899	900 to 999	of Total
7. Hog Production	62.5 (0.0)	0.0 (0.0)	12.5 (0.0)	25.0 (100.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	1.0 (0.8)
8. Soils	11.4 (2.9)	2.3 (0.0)	6.8 (5.9)	36.4 (44.1)	27.3 (23.5)	13.6 (11.8)	2.3 (8.8)	0.0 (0.0)	0.0 (2.9)	5.5 (8.9)
9. Horticulture	19.4 (3.8)	2.8 (0.0)	19.4 (11.5)	36.1 (23.1)	19.4 (26.9)	2.8 (26.9)	0.0 (3.8)	0.0 (3.8)	0.0 (0.0)	5.5 (6.8)
10. Plant Science	22.2 (0.0)	0.0 (0.0)	25.9 (0.0)	40.7 (63.6)	0.0 (18.2)	3.7 (18.2)	3.7 (0.0)	0.0 (0.0)	3.7 (0.0)	3.4 (2.9)
11. Secretarial Arts	17.3 (0.8)	45.3 (38.4)	35.0 (49.6)	1.9 (8.8)	0.5 (0.8)	0.0 (1.6)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	26.9 (32.6)
12. Home Economics	34.8 (2.6)	43.5 (64.1)	18.5 (25.6)	2.2 (5.1)	1.1 (2.6)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	11.6 (10.2)
13. Building Materials	50.0 ---	0.0 ---	0.0 ---	50.0 ---	0.0 ---	0.0 ---	0.0 ---	0.0 ---	0.0 ---	0.3 ---
Percent by Total	35.8 (1.3)	20.9 (20.1)	21.5 (27.6)	13.6 (25.3)	4.9 (12.5)	1.6 (7.0)	0.8 (2.9)	0.4 (1.6)	0.6 (1.8)	100.0 (100.0)



(S.D. = 11.5). The mean period of employment for the current job reported was 15.5 months (S.D. = 12.8).

Farm Employment. Question (ii) of Section h of the questionnaire made provision for those who returned to their parents' farm after graduation to provide relevant data. One hundred and eighty-three (183) of the graduates responding reported returning to their parents' farm either immediately after or within the period elapsed since graduation. This represents 22.7 percent of all graduates, and 37.3 percent of all agricultural graduates. The data in Table 21 indicates that 47.5 percent of the graduates who returned to their parents' farm after graduation had graduated from the Farm and Ranch Production program. Of those who returned, 67.8 percent reported having a formal agreement with their parents to operate the farm.

While some of those who returned to their parents' farm initially now have left, 112 graduates report farming with their parents currently as their only income. Others still live on a farm but obtain part of their income elsewhere. An additional 64 graduates report currently owning (or in the process of purchasing) their own farm. Thus, of the 247 who once were on the farm, 201 currently report receiving some or all of their income from their own or their parents' farm. Those receiving all their income from the farm number 152 or 31.0 percent of all the agricultural graduates.

Farm Income. The 112 graduates who reported farming full time with their parents (at the time of this study) indicated an average net annual income of \$4,500. The 40 graduates who currently own and operate their own farm as their only occupation report an average current annual net income of \$5,180.



Table 21

Distribution of Graduates by Program Taken  
and Farm Status Since Graduation

Program Taken	Number	Percent of Total on Farm
1. Agri-Mechanics	30	16.4
2. Agri-Business	4	2.2
3. Animal Science	33	18.0
4. A.I.	10	5.5
5. Dairy Production	4	2.2
6. Farm & Ranch Production	87	47.5
7. Hog Production	1	0.5
8. Soils	3	1.6
9. Plant Science	11	6.0
Total	183	100.0





## PART V

## Evaluation of College Programs and Facilities

Value of College Toward Employment and Living in the Community

In section (a) of Part IV of the questionnaire (Appendix A) graduates were asked to indicate whether or not nine different aspects of attendance at a College were of value to them in (1) obtaining a job, (2) advancing in their work, and (3) living in the community. Table 22 summarizes the responses received. It can be noted that the aspect of attendance perceived by the largest number of graduates as being of value in obtaining a job was, "The knowledge obtained from courses studied", in advancing in their work was, "The knowledge and the manual skills obtained from course work", and in living in the community was, "Contact with other students". Recreational and social or cultural activities at the College was perceived to contribute least to obtaining a job. The three factors or aspects perceived to contribute most to living in the community were (in order of importance): contact with other students, residence life, and recreational activities at the College.

Rating of College Programs and Facilities

Table 23 summarizes the graduate respondents' ratings of various college facilities, programs and services. With respect to residence facilities, 46.8 percent rated them as very good or excellent while only 20.2 percent rated them as poor or fair. While there was considerable variability amongst the colleges and from year to year, 31.7 percent of the respondents rated the availability of library services as very good or excellent while 27.9 percent



Table 22

Distribution of College Graduates According to the Number and Percentage of Graduates Reporting Whether or Not Various Aspects of Attending a College Were of Value to Them in Obtaining a Job, Advancing in Their Work, and Living in the Community.

N = 804

Aspect of Attendance	Obtaining a Job		Advancing in the Job		Living in the Community	
	Percent of No. Total		Percent of No. Total		Percent of No. Total	
1. The knowledge obtained from courses studied.	497	61.8	540	67.2	207	25.7
2. The manual skills obtained from courses studied.	395	49.1	540	67.2	98	12.2
3. The discipline learned through course study.	218	27.1	382	47.5	406	50.5
4. Residence life	71	8.8	118	14.7	649	80.7
5. Contact with staff members.	240	29.8	270	33.6	451	56.1
6. Social and cultural activities at the College.	47	5.8	87	10.8	580	72.1
7. Recreational activities at the College.	22	2.7	55	6.8	609	75.7
8. Being away from home.	114	14.2	131	16.3	567	70.5
9. Contact with other students.	102	12.7	189	23.5	677	84.2



Table 23

Distribution of Graduates According to Rating of  
College Facilities and Programs  
(Percentages by Rows and Total)

College Facility or Program	Rating						Total
	Poor	Fair	Good	Very Good	Excellent	Variable	
1. Residence Facilities	3.8	16.4	32.6	26.0	26.0	0.4	100.0
2. Availability of adequate library facilities	9.0	18.9	39.9	23.6	8.1	0.4	100.0
3. Recreational Facilities	3.8	19.1	40.7	27.4	8.8	0.1	100.0
4. Recreational Program	5.5	25.9	41.3	20.7	6.5	0.1	100.0
5. Availability of educational/ vocational counselling services	16.9	28.6	31.8	17.8	4.8	0.1	100.0



rated them as poor or fair. Similarly, while there was considerable variation among colleges, with respect to recreational facilities, overall 36.2 percent rated them as very good or excellent while 22.9 percent rated them as poor or fair.

The recreational program was rated as very good or excellent by 27.2 percent and poor or fair by 31.4 percent of the graduates responding. The availability of educational/vocational counselling services were rated somewhat lower by the graduates; 45.5 percent rating them as poor or fair and 22.6 percent rating counselling services as very good or excellent.

#### Rating of the Program Taken at College

Section (c) of Part IV asked graduates to rate the various aspects or items of the program taken on a five point scale. Table 24 summarizes the responses received. It can be noted from this table that for each aspect (except technical competence of instructors and method of course presentation) the largest group of respondents were those rating the aspect "good". Similarly, for each aspect of the program taken, except "depth of courses" the size of the group rating it "very good and excellent" is larger than the group rating it "poor or fair". The aspect receiving the highest percentage of "very good and excellent" (that is, 44.9 percent and 12.6 percent, respectively) was the technical competence of the instructors.

In comparing the rating of the nine aspects of the program taken by college, year of graduation, and program, there were few significant differences (using Chi-square and  $\alpha = .05$ ). The percentage distribution of graduates rating the "applicability of courses taken to employment since graduation" by "program taken", is given







Table 24

Distribution of Graduates According to Their Ratings of the  
Various Aspects of the Program They Took at College  
(Percentages by Rows and Total)

Aspects of Program Taken	Rating						Total
	Poor	Fair	Good	Very Good	Excellent	Variable	
1. Technical Competence of the Instructors	0.5	7.1	32.3	44.9	12.6	2.6	100
2. Overall Method of Course Presentation							
3. Number of Courses Available	2.5	14.1	37.1	35.3	10.9		100
4. Range of Course Content	3.0	14.1	45.1	30.5	7.3		100
5. Depth of the Courses Taken	5.7	24.5	42.4	22.2	5.0	0.3	100
6. Applicability of the Courses to Employment Since Graduation	11.3	21.1	30.0	26.1	10.7	0.1	100
7. Freedom to Pursue the Course of Study Wanted	8.5	19.4	34.8	26.2	11.1		100
8. College Administration recognition of students' interests & needs	7.7	22.2	37.1	24.0	8.3	0.6	100
9. Up-to-dateness of Course Material	2.3	13.0	39.7	33.2	11.2	0.5	100



in Table 25. From this table it can be observed that a higher percentage of the Animal Science, Horticulture, Plant Science and Home Economics graduates rated the "applicability of the courses to employment" as poor and fair, than as very good and excellent.

With respect to the rating of other aspects of the courses taken by the various groups of graduates, it should be noted that while the overall rating of "freedom to pursue the course of study wanted" was 27.9 percent (poor and fair), 34.8 percent (good); and 37.3 percent (very good and excellent); 62.8 percent of the Horticulture graduates and 41.2 percent of the Home Economics graduates rated the "freedom to pursue" as poor and fair.

The three largest groups of graduates, namely Animal Science, Farm and Ranch Production and Secretarial Arts, respectively rated the "depth of courses" as poor and fair by 40.8 percent, 36.4 percent, and 28.5 percent and very good and excellent by 26.0 percent, 20.6 percent and 24.2 percent. Twenty-five percent of the Horticulture graduates and 37.7 percent of the Soils graduates rated the "depth of courses" as poor and fair. Of the A.I. graduates responding, 48.4 percent rated the "depth of the courses" very good and excellent.

#### Effect of Program Taken

Section (d) of Part V asked graduates to indicate the effect of the program taken on their income, occupational choice, and participation in community affairs. Table 26 summarizes the responses received on each of these items. It can be noted from the table that a larger percentage of graduates perceived the program taken having a very good or excellent effect than having a poor or fair effect upon their occupational choice. With respect to participation in



Table 25

Distribution of Graduates According to Program Taken  
at College and Applicability of Courses Taken  
to Employment Since Graduation  
(Percentages by Rows and Columns)

Program Taken	Rating						Percent of Total
	Poor	Fair	Good	Very Good	Excellent	Variable P - E	
1. Agricultural Mechanics	3.3	15.0	38.3	30.0	13.3	0.0	7.9
2. Agri-Business	16.7	16.7	33.3	25.0	8.3	0.0	1.6
3. Animal Science	18.7	26.2	32.7	14.0	8.4	0.0	14.0
4. A.I.	6.5	6.5	19.4	32.3	35.5	0.0	4.1
5. Dairy Production	0.0	50.0	50.0	0.0	0.0	0.0	0.3
6. Farm & Ranch Production	8.8	21.1	36.1	24.5	7.5	2.0	19.3
7. Hog Production	16.7	0.0	16.7	33.3	33.3	0.0	0.8
8. Soils	2.4	19.5	41.5	26.8	7.3	2.4	5.4
9. Horticulture	8.3	33.3	25.0	22.2	11.1	0.0	4.7
10. Plant Science	15.4	23.1	30.8	23.1	7.7	0.0	3.4
11. Secretarial Arts	5.4	14.8	29.1	38.9	11.8	0.0	26.6
12. Home Economics	30.0	35.6	14.4	10.0	7.8	1.1	11.8
13. Building Materials	0.0	0.0	0.0	100.0	0.0	0.0	0.3
Percent by Total	11.3	21.1	30.0	26.1	10.7	0.1	100.0



Table 26

Distribution of Graduates According to Perceived Effect of the  
Program Taken on Future Income, Occupation Choice,  
and Participation in Community Affairs  
(Percentages by Rows and Total)

Item	Rating						Total
	Poor	Fair	Good	Very Good	Excellent	Variable P - E	
1. Future Income	13.6	23.0	36.3	21.1	5.8	0.3	100.0
2. Occupational Choice	10.8	16.0	37.0	25.4	10.4	0.3	100.0
3. Participation in Community Affairs	8.1	32.6	40.8	15.2	2.9	0.4	100.0





community affairs, 40.7 percent of the graduates perceived the program taken as having a poor or fair effect while 18.1 percent perceived it as having a very good or excellent effect. Nearly 27 percent perceived the program taken as having a very good or excellent effect upon their future income.

#### Value of the Education/Training Received

Graduates were asked to give an overall rating of the value of the education/training received at the College upon whatever they did following graduation. Table 27 following summarizes the responses received, classified by College from which the persons graduated. Nearly 44 percent of all graduates rated the value of the education/training received as very good and excellent, while 24.5 percent rated it as poor or fair. Thus, over 75 percent rated the value of the education/training to their activities after graduation as good to excellent. Nearly 85 percent of those graduates currently farming rated the value of the education/training received as good to excellent.

The distribution of graduates according to year of graduation and the value of education/training to their activities since graduation is given in Table 28.

#### Present Attitudes Toward the College

The final rating on the questionnaire asked graduates to rate their attitude toward the College according to their overall experience. The results are summarized in Table 29, following, according to College from which respondent graduated. The percentage of graduates rating their experience at the College as excellent



Table 27

Distribution of Graduates According to Value of  
Education/Training Received at College and  
College From Which They Graduated  
(Percentages by Rows and Total)

College	Rating						Total
	Poor	Fair	Good	Very Good	Excellent	Variable* P - G	
1. Olds	8.8	16.8	35.8	27.6	11.1	0.0	50.2
2. Vermilion	7.6	16.5	30.1	30.0	15.3	0.4	32.2
3. Fairview	6.7	14.9	33.6	24.6	20.1	0.0	17.3
Percent of Total	8.2	16.3	33.5	27.9	14.0	0.1	100.0

\* Some respondents indicated more than one rating (i.e. poor and fair, or poor to good, or good to excellent). All multiple responses were thus noted.



Table 28

Distribution of Graduates According to Year of  
Graduation and Value of Education/Training  
to Activities Since Graduation  
(Percentages by Rows and Total)

Graduation Year	Rating of Value of Education/Training						Total
	Poor	Fair	Good	Very Good	Excellent	Variable P - E	
1966	6.7	20.1	36.2	24.8	12.1	0.0	19.3
1967	10.5	17.5	30.8	26.6	14.7	0.0	18.5
1968	5.7	18.4	31.2	30.5	14.2	0.0	18.2
1969	7.7	13.4	34.5	31.7	12.7	0.0	18.4
1970	9.6	13.1	34.3	26.8	15.7	0.5	25.6
Percent of Total	8.2	16.3	33.5	27.9	14.0	0.1	100.0



Table 29

Distribution of Graduates According to College  
From Which They Graduated and Rating of  
Present Attitude Toward the College  
(Percentages by Rows and Total)

College	Rating of Overall Experience					Total
	Poor	Fair	Good	Very Good	Excellent	
Olds	1.3	2.8	17.8	31.0	47.1	100.0
Vermilion	1.2	3.9	19.8	33.0	41.9	100.0
Fairview	0.0	3.0	28.1	34.8	34.1	100.0
Percent of Total	1.0	3.1	20.1	32.5	43.3	100.0





(43.3 percent) exceeds the combined percentage (24.2) of graduates rating their experience as poor, fair and good.

### Comments of Respondents

The final section of Part V of the questionnaire asked the respondents to "indicate any change they would like to see made to the College programs and/or any other aspect of the Colleges". The number, length and diversity of responses was so numerous that only a small sampling can be given here. The responses were both negative and positive. Some constitute very useful, practical suggestions; others were rather ambiguous. All will be of value in providing better Colleges with better programs for the future.

Nearly 90 percent of all respondents took the opportunity to comment on some or all aspects of their experience at the College they attended, and to offer suggestions for improvements in the programs and operation of all aspects of the College affecting them. The comments were so numerous that only a sampling can be given here.

The comments and suggestions were overwhelmingly complimentary and/or favorable. While the range of comments were diverse, they can be categorized according to about eight main areas as follows:

### General

The general attitudes of a majority of graduates are summarized in the following comments:

"I think the two years that I spent attending the Vermilion College were the most enjoyable and rewarding years of my life."

"I feel that college life was a terrific experience--an excellent way to bridge the gap between school and university and/or



for a career."

"I would recommend this college to any young lad who anticipates farming to be his career."

"Since I thoroughly enjoyed every day at the College, it is extremely difficult to indicate any change I would like to see made."

The above represent comments of graduates of different years (1966 through 1970) and in the four major program areas of the three Colleges. Possibly the general feeling of graduates is expressed in the following quotation:

"I am very happy that I went [to College] and would love to live those same four sessions over again."

#### A Home Away From Home

Over the years the Colleges have been not only a place to obtain employment training but also a place to mature, to grow up. This thought is amply expressed in the following:

"I thoroughly enjoyed my experiences at the College. I felt I belonged to part of a complete happy family as we learned together, we shared each other's trials and happy moments. I sincerely hope the spirit of the college continues to grow."

"The education and training was important, but only a small aspect of the whole time. The general experience of living away from home, meeting and making friends, doing countless other things, etc. were all very rewarding. I would really like to see everyone possible attend a college such as Olds."

"The College offers an opportunity for every student to develop his or her personality and to express themselves fully as far as their [SIC] talents go."



## Residence Life

Residences have always been a part of the Colleges' way of life. The importance of residence life to the graduates is expressed in the following quotations:

"I enjoyed my year at College. One of the most important factors, I felt, was the residence life and atmosphere; learning about people."

"College life is a very unforgetful experience. Every person should have the experience of living within the dorm which means learning to get along with all types of people."

"The experience that I received from living with other students in the residence was very valuable to me because it made me grow up and mature into a better person."

"The residence life has proved to be invaluable for me. It prepared me to meet and communicate with different kinds of people. It was, in short, a good preparation for obtaining a job and venturing 'away from home'."

While the comments with respect to the residence were very favorable, graduates of 1966 and 1967 occasionally berated the College for the "rigid, strict, out-dated, childish, archaic" residence rules and regulations. A distinct lack of such comments was noted among the comments of graduates of 1969 and 1970.

## Programs

While the programs offered were rated highly in terms of their usefulness and applicability to employment, graduates made some positive suggestions as to improvements that could be made.

Depth and Practicality. The two main areas of improvement





suggested were, (1) greater depth and detail of courses, and (2) more practical work, as is indicated in the following quotations:

"The sessions started and stopped at excellent times for farm people. Field trips and workshops were very useful to me."  
(1966 graduate)

"At present the Colleges successfully train good farmers. To make the courses more valuable in obtaining employment in related industry and business, increased depth of study and higher scholastic standards are needed." (Agricultural graduate)

"The barns and animals at the College could have been used much more to teach a lot of practical things."

"The courses offered do not go into enough detail. I feel this is due to the lack of time." (1967 Agriculture graduate)

Several graduates however, suggested that while the depth and practicality of the course content was sufficient, the freedom to select courses was not.

". . . students should be allowed to take any combination of courses he wishes since required courses may not be in keeping with the interest of the student."

"Since I went to College for an overall education in agriculture, the program should be changed to allow a student to take as many different variety courses as possible, and still fulfil the requirements for graduation."

Specialization. The number who wanted the above option was small. However, there was a considerable number of graduates that indicated a desire for greater specialization. For example:

"More specialized courses should be offered to horticultural





students. Some of these courses could be: (1) Turf management, (2) Arboriculture, (3) Park, playground, and golf course planning, (4) Advanced greenhouse management, and (5) Irrigation." (1966 graduate)

"Add one year to horticulture program for specialization."

"There should be provision for greater specialization."

(Agricultural graduate)

Course Selection. The following comments concern courses that could be added.

"Introduction of an ecology course for every student."

"A short course in Veterinary Medicine for use on farms and ranches. This course would aid the operators to better care for animals and be able to help the Veterinary when he comes."

"Add a course in pesticides and herbicides."

"Reduce the emphasis on shorthand and increase or add courses on data-processing."

#### Other Program Changes

"There should be more shop and lab. time."

Several suggested a program be established whereby interested students could be involved in doing some of the practical work on the College farm.

#### General Improvements Suggested

"More provision should be made for student facilities (residences) and social activities geared to older and married students."

"Weed out the unproductive students who are just putting in time."



"Raise the entrance requirements--more qualified students are held back by those less qualified."

"Offer an updating course every 4 - 5 years."

"I would like to see post graduate short courses (one to two weeks duration) in the various employment fields."

"Improve the library facilities--too few books, books too old."

### Recognition by Employers

A vast majority of the comments of the graduates relate to the lack of recognition of the college training by employers in nearly all industries and businesses, as is indicated in the following comments:

"Unfortunately there is little recognition or understanding by the business community for this course. It would be very difficult to obtain employment with it unless you are an exceptional seller of yourself."

"The employment potential could be greatly improved. The ones that got jobs were the top students."

"More emphasis should be placed on public relations to get the employers informed about the assets of the courses and the capabilities of the graduates. More emphasis should be placed on the fact that this is not strictly an agriculturally oriented college. I have found in mentioning the name of the college that future employers became extremely impartial as though this was below their calibre."

Most pronounced amongst graduates indicating the lack of



recognition were graduates in Fashion and Design Merchandising Technology and Home Economics. However, while the training received in all program areas was not generally recognized by employers, graduates felt the training was very valuable toward employment as is indicated in the comment of a 1967 agricultural technology graduate.

"I feel that although my present job is quite unrelated to my studies at College, the College was a definite asset in helping me obtain a job and advance in my work."

Methods which were suggested to help alleviate this problem were indicated in the following comments:

"The College should develop a system for helping graduates find a job after leaving college."

"There needs to be more promotion of the courses provided and their benefit to potential employers. Let the people know that you have prospective employees and that they are potentially good employees."

"Have the potential employers come to the College to meet the students, learn about the courses and conduct interviews."

"Publish a booklet about the graduates so employers will know their abilities and interests and that they are available."

#### Post-Secondary Recognition

Similar to the lack of employer recognition, many graduates noted a lack of recognition of the training/education they received at the Colleges, by other post-secondary institutions, particularly the Alberta universities.

Those who did go on to University, either in Alberta or elsewhere, noted that "many of the courses taken at the Colleges were





very similar to the introductory agricultural courses at University.

Thus several suggested:

"Some of the courses taken at the College should receive credit in the various universities." and

"I believe there should be a program offered designed for university transfer."

"My first session at (University) cost me \$1,200 and I did not learn a thing in agriculture that I had not learned at Olds. From what others have said, the same is true of other similar institutions."

#### Program Plus

The program also has extra or bonus values not frequently considered as is indicated by the comments of a married female graduate with a grown family who were about to leave home to make their own life.

"I could not see myself just sitting around coffee cups and gossip. I did not intend to go out to work after graduation. I was considering taking other courses just to meet people and make life more interesting. Since then a good job came up. I applied and got it within days. I really enjoy my work. I wouldn't have considered applying for work without the college course. It gave me a lot of confidence."

The following comment of a graduate gives an indication that "a College's graduates are its best advertisements."

"I am very glad I went to College and I encouraged others in my area to do the same. When they saw the better chances I had in life, they followed my footsteps to College."





Summary

The preceding comments can possibly be best summarized by the following quotation:

"My attendance at O.A.V.C. was one of the greatest experiences of my life. I cannot imagine how it could have been improved in any way. I have the highest regard for the College administrators and teaching staff. The advances which are presently taking place indicate an awareness of community needs and changing technology. The quality of instruction was, on the whole, excellent. Residence facilities, library assistance, etc. and counselling was of high quality. In other words, 'They really cared!'

I am proud to be a graduate from one of the finest colleges in the country."



## Chapter 7

### ANALYSIS OF RESULTS

Chapter 7 presents an analysis of the results in keeping with the purpose of this study and the results of related research quoted in Chapter 4. A summary of the study, together with some conclusions and implications drawn from the findings, is presented in Chapter 8.

#### Objectives of the Colleges

First and Current Employment. The primary objective of the Agricultural and Vocational Colleges is to provide training for employment. It is evident from the results obtained from the questionnaire that the Colleges are meeting, to a very considerable extent, this objective, since at the time the study was made: (1) only 3.3 percent of all graduates were unemployed, (2) nearly 80 percent of all those who were employed, were employed within one month following graduation, (3) the relation of the program taken to the first job was perceived as "considerable" and "very much" by over 65 percent of all graduates during the period 1966-70, (4) nearly 73 percent of the graduates held only one or two jobs since graduation, and (5) the perceived relation of the program taken to the graduates' current employment was reported as "considerable" and "very much" by almost 63 percent of the graduates.

Farmer Training/Education. While the main emphasis of the



programs offered at and by the Colleges has been agriculture training for employment on or off-the-farm, a number of programs are provided that relate primarily to employment on-the-farm. Graduates returning to the farm for employment following graduation may be self-employed, or employed by others. Those reporting their first job as "farming or farm related" constitute 28.3 percent of the agricultural technology and 56.5 percent of the vocational agricultural graduates. At the time of the study, 11.9 percent (49 persons) of all graduates or 18.9 percent of agricultural technology and 36.8 percent of vocational agriculture graduates reported their current occupation as "farm or farm related" employees. In addition, 152 graduates either farmed with their parents or owned and operated their own farm as their sole source of livelihood. Thus, about 25 percent of all graduates or 50 percent of all agricultural program graduates (that is, 201 out of 388 reporting their current employment) obtain their income solely from farming or farm related (on-the-farm) employment.

Training for Occupations Ancillary to Agriculture. Several of the programs offered at the Colleges were designed to provide agriculture-related training/education for employment primarily off-the-farm. Among these programs are Agricultural Mechanics, Agri-Business, Horticulture and Soils. The percentage of graduates from these programs who reported farming as their occupation at the time of the study were: Agri-Mechanics (13.6 percent), Agri-Business (14.3 percent), Horticulture (32.1 percent), Soils (6.1 percent). In the case of Horticulture it should be noted that the farm-type occupations included are not those frequently identified as farming. Included are greenhouse and horticultural crop production,





gardening, and groundskeeping.

Training for Technicians and Technologists. Technicians and technologists have been broadly defined (by the Agricultural Institute of Canada and Manpower) as persons who have successfully completed 1,600 to 1,800 hours of classwork beyond Grade 11 or 12. In keeping with this definition, it may be noted that 443 (or 90.4 percent) of the 490 agricultural respondents or 47.4 percent of all respondents to the questionnaire were technical graduates. A technician and/or technologist may also be defined as one who is employed in assisting professionals. In this regard, the results of this study indicate that 26.3 percent of all graduates reported their employment at the time of the study as professional, technical or managerial. Thus it seems obvious that the Agricultural Colleges are providing training for technicians and technologists.

Training in Home Economics. Since their inception, the Agricultural Colleges have provided educational programs in home economics. Many of these programs, while having been modified frequently, are still offered. During the five year period (1966-70), 92 persons graduated from the Home Economics programs offered. Of these 92 persons, only 4.4 percent were currently (at time of study) unemployed. Housewives comprise 41.8 percent of all Home Economics graduates. Thus whether or not these graduates are employed in a job outside the home, many are able to make considerable use of their education/training.

The number and variety of jobs available to Home Economics graduates has traditionally been small. Thus many graduates seek employment outside or indirectly related to the program of study.





This is illustrated by the fact that 42.6 percent of the graduates reported no relation between their current employment and the program of study. (This does not include housewives not employed outside the home). Seventy percent of the Home Economics graduates reported their first job after graduation as "clerical and sales". Only 1.4 percent were first employed in processing occupations which would include food preparation and clothing manufacture.

Training for Employment in Modern Offices. Since 1963 the three Agricultural Colleges have offered a Secretarial Arts or Business Education Program. During the five years (1966-70), 214 persons graduated from this program. Over 67 percent (67.3 percent) of the Secretarial Arts graduates reported they were currently (as of March 1, 1971) employed. Of the graduates employed, 94.6 percent reported their employment at the time of this study as clerical and sales.

Relation of Program to Employment. The relation of the program taken to the first and current employment since graduation was perceived as "considerable" and "very much" by over 65 percent and 63 percent, respectively, of the graduates. There were few differences in the perceived relation of the program taken to the first and current jobs by graduates of different programs, years and graduation recognition. Almost 62 percent of the graduates perceived the knowledge obtained through course study to be of value in obtaining employment. Over 67 percent of the graduates perceived the knowledge obtained through course study to be of value in advancing in their employment. In addition, 41.1 percent and 67.2 percent of the graduates perceived the manual skills obtained from courses



studied as being of value in obtaining and advancing, respectively, in the work.

Similarly, 66.8 percent of the graduates rated the applicability of the courses to employment following graduation as good to excellent. Thus it seems reasonable to conclude that generally the graduates perceive the programs offered as being of considerable value and/or applicability to employment. Over 75 percent rated the value of the education/training received to their activities since graduation as good to excellent. A large percentage (63 and 73, respectively) of the graduates perceived the program taken as having a good to excellent effect upon their future income and occupational choice.

Living in the Community. The secondary objective of the Agricultural Colleges was to train persons for active participation in the community, that is, to become community leaders. Some indication of the extent to which the Colleges are meeting this objective was obtained by soliciting the opinions of the graduates with respect to the perceived value and/or effect of the various programs taken and the activities and contacts available while attending the College.

In summarizing the results of the study, we note that nearly 54 percent of all graduates participated in the various extra-curricular activities at the College and almost 90 percent of all graduates talked about their program and future to one or more administrative, instructional or residence staff members.

The opinions of graduates with respect to the value of the programs taken and activities and contacts available were generally favorable. Over 80 percent perceived residence life as being of



value to living in the community. Other aspects of attendance highly rated as of value to living in the community are: Social & Cultural Activities available at the College (by 72.1 percent), Recreational Activities at the College (by 75.7 percent), Being Away from Home (by 70.5 percent) and Contact with Other Students (by 84.2 percent). Nearly 60 percent of the graduates perceived the effect of the program taken on Participation in Community Affairs as good to excellent. Thus it is evident that to a considerable extent the programs, contacts and activities available at and provided by the Agricultural Colleges are perceived as valuable to active participation in community life. In this regard therefore, the Colleges are meeting their objective.

#### Needs of the Students

The secondary purpose of this study was to determine if and to what extent the programs and facilities provided by and/or available at the Agricultural Colleges were meeting the needs of the students. The needs of the students can be primarily met in two ways:

- (a) through programs and activities and contacts,
- (b) through facilities and freedom to pursue their needs.

A review of the results of this study (Chapter 4) would indicate that the needs of the students are being met to a considerable extent. Evidence in support of this statement is given below.

The Agricultural Colleges were originally established and are operated today primarily for the youth of the province. While there is no precise definition of youth, legally prior to May 1, 1971





in Alberta, they were persons less than 21 years of age. That the Agricultural Colleges are serving youth (as defined above) can be gathered from the fact that the mean age of all graduates at graduation was 21.5 years and that 66.1 percent of all graduates were under 21.0 years of age at graduation. While the Colleges and their programs are designed primarily to serve youth, they must also serve others in the community about them. In this regard, it can be noted that nearly 8.0 percent of all graduates were over 25.0 years of age. Since this study surveyed only graduates of regularly scheduled technical-vocational programs, no information is available concerning persons served by other programs and courses.

Programs and Purposes. The primary purpose (selected by 61.7 percent of the graduates) reported by graduates for attending the College was job preparation. Since nearly 97 percent of all graduates are employed, it is evident that the primary purpose of graduates was met. The secondary purpose for attending (reported by 32.6 percent of the graduates) was general education. While no direct measure of the extent to which this was achieved was available, it can be noted that over 70 percent of the graduates rated the number, depth and range of courses available as good to excellent. In addition, over 70 percent rated the freedom to pursue the course of study wanted as good to excellent. The third purpose for attending (identified by 1.3 percent) was to gain university entrance requirements. Twenty percent of the graduates received some formal education after graduation. Of these, 21.9 percent (or 4.3 percent of the total) attended a university, with 2.1 percent receiving a Bachelor's degree or equivalent.





There are available few tangible measures of several of the goals indicated by graduates for attending college. Among such ones identified were: (1) "to learn to enjoy life", (2) "to meet people", and (3) "to develop my personality". However, the overwhelming positive attitude of the graduates toward the College would indicate that it must have met these goals to some considerable extent. In this regard, 95.9 percent of all graduates rated their overall College experience as good to excellent (43.3 percent rated it as excellent).

While only 0.3 percent listed marriage as an important goal for attending, possibly many had it as a goal, since 24.8 percent of all graduates married someone who also attended an Agricultural College.

Activities. All three Colleges are residential, that is, a student residence is provided on campus for all students attending the College. As a result, provision is made for a large number of extra-curricular activities. Many of the activities are student organized. A very large percentage (nearly 90 percent) of all graduates report participation in these organized extra-curricular activities.

Students also take part in many unorganized activities. Thus student life at the College may be filled with many interpersonal activities throughout the day.

Facilities and Programs. As noted in earlier sections of this thesis, the Agricultural Colleges provide human and physical resources from extra-curricular activities of the students. The graduates rate highly the facilities and programs available (that is,



nearly 80 percent rate the residence and recreational facilities as good to excellent and 70 percent rate the recreational programs as good to excellent). Thus it seems evident that the graduates see the Colleges as meeting their needs to a very considerable extent.



## Chapter 8

### SUMMARY, CONCLUSIONS, IMPLICATIONS & RECOMMENDATIONS

#### Summary

The Alberta Agricultural and Vocational Colleges were established in 1913. They are owned and operated for and by the people of Alberta (with assistance from the Government of Canada). During their more than 57 years of operation, no concerted effort has been made to determine whether or not these Colleges were serving their purposes and the needs of their students. The purposes of the Colleges are: (1) to provide training for employment on or off the farm, and (2) to provide training for living in the community (to train community leaders). The purpose of this study was therefore to determine the extent to which the purposes of the Colleges and the needs of the students have been met during the period 1966-70.

Relevant data obtained through a mail-out questionnaire included: factual information about the graduates and their activities since graduation, and the opinions of the graduates with respect to the program and facilities available, and their overall experience of attending an Agricultural College. All graduates of regular full time technical-vocational programs offered at and by the Colleges during 1966-70 inclusive, were included in the study. A questionnaire was mailed to the home or permanent address of each of the 1,243 graduates.



The responses obtained from the 804 completed questionnaires were coded, statistically analyzed and condensed into tables as in Chapter 6. The interpretation of these results are given in Chapter 7.

### Conclusion

#### (i) Relative to Purposes of the Study:

1. The major purpose that students had for attending an Agricultural and Vocational College was job preparation. The second most important purpose was general education and the third, higher income.
2. The majority of the students were involved in numerous social, cultural and recreational activities while attending the College.
3. A smaller percentage of graduates of the Agricultural Colleges received further formal education than is frequently reported in other follow-up studies of College graduates.
4. A high percentage of all College graduates obtained suitable or satisfactory employment immediately following graduation.
5. The first and subsequent types of employment following graduation were very similar.
6. Most graduates obtained employment consistent with their training in College.
7. The training received in College was perceived by the graduates to have adequately prepared them for employment.
8. The aspects of attendance at the College perceived by the graduates to have contributed most to employment were:





(1) the knowledge obtained and (2) the manual skills obtained from course study.

9. The aspect of attendance perceived by the graduates to have contributed most to living in the community following graduation were: (a) residence life, (b) contact with other students, (c) recreational activities at the College, (d) social and cultural activities at the College, and (e) being away from home.
10. The graduates were exceedingly satisfied with their attendance at the College since their overall attitude toward their attendance at the College was very positive.
11. The majority of graduates perceived the various aspects of the operation, programs, and facilities at the Colleges as very good to excellent.
12. Few changes were suggested by the graduates that would make the College more useful and/or valuable to future students.

Therefore, from the graduates' perspective:

1. The Alberta Agricultural and Vocational Colleges are meeting their objectives and the needs of the students to a very high degree, and
2. Few changes are required that would aid the Colleges to better meet their objectives and the needs of the students.

(ii) Relative to Follow-up Studies of Other Colleges:

1. A higher percentage of the Agricultural College graduates were employed immediately following graduation than for any other college cited in other studies.
2. The general rating of the Agricultural Colleges by their



graduates was higher than the rating of any other college by its graduates, as is cited in relevant follow-up studies.

3. A lower percentage of Agricultural College graduates received further formal education after graduation than is reported in most follow-up studies of graduates of other colleges.

### Implications

While the results of this study have many specific implications for the Colleges, the following represent some of the general implications.

The first general implication of this study is that the Agricultural Colleges are serving a very useful purpose; that of providing appropriate or suitable training for both on-the-farm and off-the-farm employment and for living in the community. This is supported by the very high rating graduates gave nearly every aspect of experience at the college and the satisfaction indicated with the employment obtained following graduation.

The second implication is that the Agricultural Colleges should continue to operate much as they have for the past five years. This implication is drawn from the fact that the graduates rated very highly the college, its programs, instructional staff, facilities, and overall operation. The only general improvements that could be implied from the ratings and comments of the graduates would be: upgrading of the library, revision of the physical education program, and adding to the counselling services available to students.

A third implication is that these Colleges are not in fact "Agricultural Colleges" so much as "Technical/Vocational Colleges"



or "Public Colleges". Therefore, appropriate changes should be made to the name and image of these institutions in keeping with the real function being fulfilled. This implication is borne out by the fact that a substantial percentage of all graduates, even those from the agricultural programs, did not obtain employment in, what many people would identify as, agriculture. The graduates were employed in or near every one of the 100 largest towns and cities in the province. Nearly 50 percent of the graduates were employed in the five major cities.

The lack of a suitable or appropriate 'image' is substantiated by the comments of the graduates with respect to recognition for employment of the training received. Apparently, some employers said they never heard of these Colleges. This lack of a desirable image could or might be rectified by appropriate advertisement.

It should be noted however, that a change in name or image should not detract from the fact that graduates perceive the farm related programs as being very useful for farming. The Colleges should therefore continue to provide this type of training.

The fourth implication of this study is that the Agricultural Colleges are meeting a regional need, and so should be recognized as "Regional or Community Colleges". This is evidenced by the fact that the graduates of each College tended to find employment in the region served by the College. The Fairview College graduates were employed largely in the Peace River Elock of Alberta and British Columbia. The majority of the Vermilion College graduates were employed in the north-eastern section of the province. The Olds College graduates, while being employed more widely geographically, generally found





employment in the southern half of the province.

However, the relatively small enrollments would indicate that either the residents of the region do not see their colleges as regional ('their') colleges, or (and) the colleges are not sufficiently meeting the regional needs. This would suggest that greater advertisement of the colleges is required, and an expansion of programs should be undertaken based on a study of the needs of the region.

A fifth implication of the study is that there are some problems with respect to the agricultural programs offered at the Colleges. It is evident that the graduates perceive these programs as offering useful (appropriate) training for both on-the-farm and off-the-farm employment. Yet the relatively low enrollments would indicate that the value of these programs is not generally known or appreciated. It is evident therefore that the Colleges should take appropriate action to rectify this situation. This action may include: (1) more extensive advertisement of the Colleges, and (2) studying the needs of agriculture (and the rural areas served) so the programs offered may better meet the needs.

Another implication that may be drawn from the results of this study is that the graduates see the Agricultural Colleges as providing or offering a unique and valuable experience for 'living'. This is supported by the fact that the graduates rated very highly the social, cultural, and recreational facilities and programs and the college residence experiences. These very positive ratings would imply that the Colleges should recognize 'training for living' as one of their unique contributions to society. They therefore





should continue to provide these experiences through whatever means are at their disposal, as identified and suggested by the graduates included in this study. One such contributing factor identified by graduates was 'College spirit' resulting from the low enrollments and the rural atmosphere.

The relatively low enrollments at the Colleges, in view of the exceedingly high ratings the graduates gave nearly all aspects of the Colleges, would provide further impetus to the implication that the Colleges are not sufficiently known or appreciated. However, while these institutions should be made available to a wider segment of the population, in keeping with their "unique" contribution, enrollments should be kept relatively low.

A high percentage (that is, 80.7 percent) of the home economics graduates perceived the training/education (that is, total experience) received, while attending a College, as highly related (very good to excellent) to living in the community and advancing in the job. However, nearly 66 percent rated the applicability of the program to employment as poor and fair. This anomaly would imply that the home economics graduates see the colleges as providing training for living more than training for employment. It would also imply that the extra-curricular activities are an important part of the total experience of the home economics graduates. This would suggest that the College should recognize the need to provide training for living.

#### Recommendations for Further Study

It is recommended that:

1. A study be undertaken to ascertain if the employers of



College graduates perceived the same relationship between training and employment as did the graduates. This study could also provide an opportunity for employers to indicate changes that should be made to make graduates more competent, hence better employees.

2. A study be undertaken to determine the future educational needs of farm operators and employees.

3. A study be conducted to determine the most effective method of making residents aware of the educational opportunities available at the various Colleges.

4. All post-secondary non-university educational institutions undertake similar follow-up studies of their graduates of recent years.

5. A study of the educational needs of all residents and employers of each College area be conducted to determine the needs and ways in which each of the Colleges can meet these needs.

6. The Colleges should undertake a study of the non-technical and vocational students not included in the follow-up study reported herein.

7. A study be undertaken to determine:

- (a) the need for and type of home economics courses that the Colleges should offer, and
- (b) the value and practicality of offering home economics courses designed to provide training for living (specifically family life).

8. A study should be conducted to determine the activities of the graduates with respect to community life and the effect of these activities upon the community.



## BIBLIOGRAPHY

### Alumni Review

1966 through 1970 Alumni Association, O.A.V.C., V.A.V.C., & F.A.V.C.

### Bentley, C. F.

1967 "Food for All", Centennial Lecture, A.I.C. Convention, Ottawa, Canada

### Berg, Rodney K.

1958 "A Follow-up of Students Leaving the Everitt Washington Junior College between 1948 and 1953, Unpublished Ph.D. Dissertation, University of Washington

### Board of Agricultural Education

1970 "Brief to the Commission on Educational Planning", Edmonton, Alberta, March 1970.

### College Programs

1970-71 Agricultural & Vocational College, Olds

### College Calendar

1970-71 Agricultural & Vocational College, Vermilion

### College Calendar

1970-71 Agricultural & Vocational College, Fairview

### D'Amico, Louis A. & Marie R. Prohl

1959 "Follow-up of Educational, Vocational, and Activity Pursuits of Students Graduating from Flint Junior College, 1953-56". Junior College Journal, Vol. 29, April 1959, pp. 474-477.

### Davidson, Mildred

1968 Career Graduates: A Profile, City University of New York, Office of Community College Affairs, December, 1968.

### Falkenberg, Eugene E.

1969 "A Study of the Success of Alberta Junior College Transfer Students to Selected Alberta Universities", Ph.D. Dissertation, University of Montana, Missoula, Montana.

### Florida Community Junior College Inter-Institutional Research Council

1969 Where Are They Now: A Follow-up Study of First Time in College Freshmen in Florida's Community Junior Colleges in Fall, 1966, Gainesville, Florida.





Grieve, Donald E.

- 1970 "Follow-up of Career Graduates Currently Employed:  
Cuyahoga Community College, Cleveland, Ohio, ERIC, ED038965.

Langley, Elizabeth H.

- 1968 "Follow-up of the 1963 Freshman Class of Eight Chicago  
City Junior Colleges", Unpublished Doctoral Dissertation,  
Loyola University, Chicago, 1968. ERIC ED 026984.

Letts, Alex

- 1969 "The Characteristics of Students in Alberta Agricultural  
and Vocational Colleges", A report prepared for the  
Provincial Board of Post-Secondary Education, Edmonton,  
Alberta, January, 1969.

Lofgren, W. L.

- 1959 "A Follow-up of Non-Transfer Students at Olympic College",  
Unpublished M.Ed. Thesis, University of Washington, 1959.

Mohr, Milton C.

- 1957 "A Study of Graduates of Pasadena City College", Junior  
College Journal, Vol. 27, January, 1957, pp. 260-267.

Moore, George and Robert V. Palmer

- 1969 "Status of Spring 1968 Graduates, Portland Community  
College", A Research and Development Study, Portland,  
Oregon, November, 1969.

O'Connor, Thomas J.

- 1967 Follow-up Studies in Junior Colleges: A Tool for  
Institutional Improvement, American Association of Junior  
Colleges, Washington, D.C. ERIC ED 011 780.

Queen's Printer

- 1967 Agricultural and Vocational Colleges Act  
1913 Schools of Agriculture Act

Reese, Harold D.

- 1967 "Follow-up Study of Graduates of Eleven Public Community  
Colleges in Maryland", ERIC ED016476.

Shoemaker, B.R.

- 1964 "What is a Technician". Paper presented at the National  
Seminar on Agricultural Education, Ohio State University,  
Columbus, Ohio, July, 1964.

Snyder, Fred A. and Clyde E. Blocker

- 1969 "A Profile of Graduates: A Description of the Character-  
istics, Perceptions, and Activities of Graduates".  
Harrisburg Area Community Colleges, P.A., 1969. ERIC  
ED 037204.





Staff Handbook

1967 Alberta Agricultural and Vocational Colleges, Edmonton,  
Alberta.

Swindlehurst, E.

1967 "Alberta's Schools of Agriculture: A Brief History",  
Alberta Department of Agriculture, Edmonton.

U.S. Department of Labor

1965 Dictionary of Occupational Titles, Volume II, Third Edition,  
Washington, D.C.

University of Alberta

1970 Computer Program Documentation - NONP10

1969 Computer Program Documentation - DEST05

Division of Educational Research Services, Faculty of  
Education, Edmonton.



## APPENDIX A

## QUESTIONNAIRE





February 1971

Dear Alumni:

During the past five years a number of significant changes have been made in both the physical facilities and courses of study or programs available at the Alberta Agricultural & Vocational Colleges. These changes have been made in an attempt to provide a better or more complete service to the people in the communities or regions in which the Colleges are located.

During this five year period (1966-70) more than 1,200 young people have graduated from the three Colleges. You were one of them. As a result, I am seeking your opinion of the College you attended and its service to you. As a former student, you can offer an objective evaluation of the Colleges' successes and inadequacies. Your responses to the questions in the enclosed questionnaire will help the Colleges to continue to develop programs of study and provide services which will be meaningful to the future students at the Olds, Vermilion, or Fairview College.

I sincerely solicit your cooperation in completing and returning the enclosed questionnaire at your earliest convenience, in the stamped self-addressed envelope.

Thank you for your assistance.

Yours truly,

W. J. Collin

WJC/pep

Encl.





A FOLLOW-UP STUDY OF THE 1966-70 GRADUATES OF THE  
ALBERTA AGRICULTURAL & VOCATIONAL COLLEGES

*This questionnaire is identified by number so follow-up letters may be sent to those who do not respond to this initial request. Your individual answers will be treated with strict confidence. Please do not write in the columns to the right of each page, they are for statistical analysis only.*

PART I

	Ent.	Card Col.
a. Your birthdate is:		
Month _____		1
Day _____		2
Year _____		3
b. Sex:		
(1) Male _____		4
(2) Female _____		
c. Marital Status:		
(1) Single _____		
(2) Married _____		
(3) Widowed _____		5
(4) Divorced _____		
(5) Separated _____		
d. If married, did you marry someone who also attended an Agricultural College?		
(1) Yes _____		6
(2) No _____		
e. How many years were you out of school before you enrolled at the Agricultural College?		
(1) Less than one year _____		
(2) One to two years _____		
(3) Two to three years _____		7
(4) More than three years _____		
f. Do you now live:		
(1) On a farm or ranch _____		
(2) In a community under 2500 population _____		
(3) In a community of 2500-10,000 population _____		
(4) In a city of over 10,000 population _____		8



## PART II

To be answered by all graduates.

PLEASE NOTE: Persons who have graduated from more than one program, please answer the following questions in relation to the first program (during the period 1966-70) from which you graduated.

a. From which Agricultural College did you graduate?

- (1) Olds \_\_\_\_\_  
 (2) Vermilion \_\_\_\_\_  
 (3) Fairview \_\_\_\_\_

9

b. In what year did you graduate from the College?  
 (Check one blank only)

- (1) 1966 \_\_\_\_\_  
 (2) 1967 \_\_\_\_\_  
 (3) 1968 \_\_\_\_\_  
 (4) 1969 \_\_\_\_\_  
 (5) 1970 \_\_\_\_\_

10

c. From which one of the following programs did you graduate?

- (1) Agricultural Mechanics or Agri-Equipment \_\_\_\_\_  
 (2) Agri-Business ..... \_\_\_\_\_  
 (3) Animal Science or Livestock Production.. \_\_\_\_\_  
 (4) Artificial Insemination ..... \_\_\_\_\_  
 (5) Dairy Production ..... \_\_\_\_\_  
 (6) Farm & Ranch Production  
 or General Agriculture ..... \_\_\_\_\_  
 (7) Hog Production ..... \_\_\_\_\_  
 (8) Irrigation or Soils & Water ..... \_\_\_\_\_  
 (9) Horticulture ..... \_\_\_\_\_  
 (10) Plant Science (incl. Field Crops) ..... \_\_\_\_\_  
 (11) Soils (all types except Irrigation) .... \_\_\_\_\_  
 (12) Business Education or Commercial or  
 Secretarial Arts ..... \_\_\_\_\_  
 (13) Fashion & Design Merchandising or  
 Clothing & Design ..... \_\_\_\_\_  
 (14) Home Economics (Vermilion) ..... \_\_\_\_\_

11  
12

d. How many weeks did you attend classes at the College?  
 (Check one)

- (1) 12 weeks or less (1 session or less) \_\_\_\_\_  
 (2) 13 weeks to 24 weeks (up to 2 sessions) \_\_\_\_\_  
 (3) 25 weeks to 36 weeks (up to 3 sessions) \_\_\_\_\_  
 (4) 37 weeks to 48 weeks (up to 4 sessions) \_\_\_\_\_  
 (5) 49 weeks to 54 weeks (up to 5 sessions) \_\_\_\_\_  
 (6) 65 weeks to 72 weeks (up to 6 sessions) \_\_\_\_\_  
 (7) If more than 72 weeks, please specify number  
 of weeks \_\_\_\_\_

13



e. What type of graduation recognition did you receive?  
(Check one only)

- (1) Diploma \_\_\_\_\_
- (2) Honors Diploma \_\_\_\_\_
- (3) Certificate \_\_\_\_\_
- (4) Other - Specify: \_\_\_\_\_

14

f. Where did you reside while attending the College?  
(Check one only)

- (1) College Residence \_\_\_\_\_
- (2) Your own or parents' home \_\_\_\_\_
- (3) Other private home \_\_\_\_\_
- (4) A suite or apartment \_\_\_\_\_
- (5) Other, specify \_\_\_\_\_

15

g. In which of the following activities did you take an active part while attending the College?

- (1) Student government \_\_\_\_\_
- (2) Social activities at the College \_\_\_\_\_
- (3) Houseleague or intramural sports \_\_\_\_\_
- (4) Senior sports teams \_\_\_\_\_
- (5) Planned cultural activities (drama, ceramics, painting, etc.) \_\_\_\_\_
- (6) College publications (newspaper, yearbook) \_\_\_\_\_
- (7) College organized clubs (rodeo, photography, debating, etc.) \_\_\_\_\_
- (8) Other: Please specify \_\_\_\_\_
- (9) I did not take an active part in any of the above organized activities \_\_\_\_\_

16  
17

h. While attending College, how many instructional, residence and/or administrative staff (faculty) members did you know well enough to talk to about your program and future? (Check one)

- (1) None \_\_\_\_\_
- (2) One to three \_\_\_\_\_
- (3) Four to six \_\_\_\_\_
- (4) More than six \_\_\_\_\_

18



## PART III

- a. What was your major purpose for attending an Agricultural and Vocational College?  
(Check one only)

- (1) Job preparation \_\_\_\_\_  
 (2) General education \_\_\_\_\_  
 (3) To gain qualifications to enter university \_\_\_\_\_  
 (4) Other - Please specify \_\_\_\_\_

19

- b. What is the highest level of education you expect to complete? (Check one only)

- (1) College graduation \_\_\_\_\_  
 (2) Bachelor's degree or equivalent \_\_\_\_\_  
 (3) Master's degree or equivalent \_\_\_\_\_  
 (4) Doctoral degree or equivalent \_\_\_\_\_  
 (5) Other, specify \_\_\_\_\_

20

- c. What were your two most important goals in attending College?

- (1) To learn to enjoy life \_\_\_\_\_  
 (2) To get away from home \_\_\_\_\_  
 (3) Vocational or technical training \_\_\_\_\_  
 (4) Marriage \_\_\_\_\_  
 (5) Higher income \_\_\_\_\_  
 (6) To meet people \_\_\_\_\_  
 (7) To develop my personality \_\_\_\_\_  
 (8) If one of the above, please specify important goals to you: \_\_\_\_\_

21

- i. \_\_\_\_\_  
 ii. \_\_\_\_\_

22





## PART IV

a. Did you receive any formal education after you graduated from the Agricultural College?

- (1) Yes \_\_\_\_\_  
 (2) No \_\_\_\_\_

23

b. If the answer to a.(above) is yes, please indicate the formal education received or currently being taken.

Name of Institution	Name of Program	Attendance	Name of Diploma or Degree Obtain
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

24

thru

34

c. Current employment status (Check one blank only).

- (1) Employed full time \_\_\_\_\_  
 (2) Employed part time \_\_\_\_\_  
 (3) Unemployed \_\_\_\_\_  
 (4) Housewife - not employed outside the home \_\_\_\_\_  
 (5) Housewife - employed part-time outside the home \_\_\_\_\_  
 (6) Housewife - employed full-time outside the home \_\_\_\_\_  
 (7) Student - not otherwise employed \_\_\_\_\_  
 (8) Student - employed part-time also \_\_\_\_\_  
 (9) Other - specify: \_\_\_\_\_

35

d. Those who sought employment upon graduation, how long after first seeking employment did it take for you to obtain your first job?

- (1) One month or less \_\_\_\_\_  
 (2) Two to three months \_\_\_\_\_  
 (3) Four to six months \_\_\_\_\_  
 (4) Seven to twelve months \_\_\_\_\_  
 (5) Other, specify \_\_\_\_\_

36

e. To what extent was your first job related to your major in College? (Circle one number only)

1	2	3	4	5	6	7
None	Little	Some	Considerable	Very Much		

37

f. How many different jobs have you had since graduation? (Do not include those which resulted from promotion) \_\_\_\_\_

71

g. To what extent is your current employment related to your major in College? (Please circle one number only).

1	2	3	4	5	6	7
None	Little	Some	Considerable	Very Much		

72



## h. Employment since graduation:

(i) To be answered by all persons who are now working or who have worked in a salaried or wage position.

(1) First Job

Job Title \_\_\_\_\_

Firm \_\_\_\_\_

Town or City \_\_\_\_\_

Gross monthly starting salary \_\_\_\_\_

Period of employment \_\_\_\_\_

38/39

40/41

42/43

44/45

46/47

(2) Current Job

Job Title \_\_\_\_\_

Firm \_\_\_\_\_

Town or City \_\_\_\_\_

Gross monthly starting salary \_\_\_\_\_

Period of employment \_\_\_\_\_

48/49

50/51

52/53

54/55

56/57

(ii) To be answered by persons who have now returned to their parents' farm or ranch for employment.

(a) Do you have a formal agreement with your father/mother to operate the farm or ranch?

(1) Yes \_\_\_\_\_

(2) No \_\_\_\_\_

58

(b) If the answer to (a) above is yes, what type of agreement do you have?

(1) Father - Son \_\_\_\_\_

(2) Partnership or Company \_\_\_\_\_

(3) Lease or Rental \_\_\_\_\_

(4) Other, specify \_\_\_\_\_

59

(c) How soon after graduation did you begin working on your parents' farm or ranch?

60

(d) Current net annual income \_\_\_\_\_

61/62

63

(iii) To be answered by persons who are now self employed as farmers, ranchers, or other businessmen.

## (1) Business type:

Farm \_\_\_\_\_

Ranch \_\_\_\_\_

Agricultural Related \_\_\_\_\_

Non-Agriculture Related \_\_\_\_\_

64

(2) Location of Business (Town or City) \_\_\_\_\_

65/66

(3) How soon after graduation did you begin operating your own business \_\_\_\_\_

67

(4) Current Net Annual Income \_\_\_\_\_

68/69

70



## PART V

Card 2

- a. Listed below are 9 aspects that relate to your attendance at the Agricultural College. For each of these aspects please indicate whether it was of value to you in:

(1) Obtaining a Job (2) Advancing in Your Work  
and/or (3) Living in the Community

If the aspect has been or is of value to you in one or more of the 3 ways listed above, place an "X" in the appropriate column or columns.

For example:

Field trips (1) (X) (2) (X) (3) ( )

Since field trips provide an opportunity to meet prospective employers, (1) is marked with an "X". They also provide some information useful on the job, therefore, No. (2) is also marked with an "X".

<u>Aspect</u>	(1)	(2)	(3)	
(i) The knowledge obtained from courses studied	( )	( )	( )	
(ii) The manual skills obtained through course work	( )	( )	( )	
(iii) The discipline learned through course study	( )	( )	( )	
(iv) Residence life	( )	( )	( )	1
(v) Contact with staff (faculty) members	( )	( )	( )	thru
(vi) Social or cultural activities at the College	( )	( )	( )	27
(vii) Recreational activities at the College	( )	( )	( )	
(viii) Being away from home	( )	( )	( )	
(ix) Contact with other students	( )	( )	( )	





- b. Please rate, according to the scale provided, each of the following items as it refers to the College you attended. (Place an "X" in the appropriate column)

<u>Item</u>	<u>Poor</u>	<u>Fair</u>	<u>Good</u>	<u>Very Good</u>	<u>Excellent</u>
(1) Residence facilities .....					28
(2) Meals in College Cafeteria or dining room .....					29
(3) Availability of library facilities .....					30
(4) Recreational facilities .....					31
(5) Recreational program .....					32
(6) Availability of educational/vocational counselling services .....					33

- c. Please rate, according to the scale provided, each of the following items as they refer to the program you took at the College you attended. (Place an "X" in the appropriate column).

<u>Item</u>	<u>Poor</u>	<u>Fair</u>	<u>Good</u>	<u>Very Good</u>	<u>Excellent</u>
(1) The technical competence (knowledge & skill) of the instructors .....					34
(2) Overall method of course presentation .....					35
(3) The number of courses available .....					36
(4) Range of course content .....					37
(5) The "depth" of the courses taken .....					38
(6) The applicability of the courses to your employment since graduation .....					39
(7) Freedom to pursue the course of study wanted .....					40
(8) College administrators recognition of student interests and needs .....					41
(9) The 'up-to-dateness' of course material .....					42



- d. Please rate each of the following items, according to the scale provided. (Place an "X" in the appropriate column).

<u>Item</u>	<u>Poor</u>	<u>Fair</u>	<u>Good</u>	<u>Very Good</u>	<u>Excellent</u>
(1) The effect of the program taken on your future income .....					43
(2) The effect of the program taken on your occupational choice .....					44
(3) The effect of the program taken on your participation in community affairs .....					45
(4) The value of the education/training you received at the College to your present employment, occupation, activities or whatever you are doing .....					46
e. What is your present attitude toward the College you attended? (Please check one blank).					
(1) An excellent experience					
(2) A very good experience					
(3) A good experience					47
(4) A fair experience					
(5) A poor experience					

- f. Please indicate any change you would like to see made to the College programs and/or any other aspects of the Colleges:

Some of the areas on which you may wish to comment are: course content and length, student life, recreational, social and cultural activities available, employment potential, etc.

Please feel free to comment on any other aspects of your experience at the Agricultural College

Thank you for your assistance.



## APPENDIX B

## QUESTIONNAIRE CODES



## QUESTIONNAIRE CODES

Part IV

## Section b. Education/Training Received Since Graduation (Schedule I)

## (i) Name of Institution

Any academic and/or vocational high school or correspondence school .....	1
An Alberta Vocational Centre (or private vocational school)...	2
Either Alberta Institute of Technology .....	3
Any Alberta Public Junior College .....	4
Another Agricultural and Vocational College .....	5
Any Alberta University .....	6
Any Non-Alberta Canadian college or technical institute .....	7
Any Non-Alberta Canadian University .....	8
Any Non-Canadian College, technical institute or university ..	9

## (ii) Program

All courses and/or programs classified (coded) according to the related occupation--as identified and categorized by the U.S. Department of Labor, Dictionary of Occupational Titles, Vol. II.

Except High School Program = 00

## (iii) Number of years of attendance

Up to 1 academic year .....	1
" " 2 " " s .....	2
" " 3 " " s .....	3
" " 4 " " s .....	4
" " 5 " " s .....	5
Summer School .....	6
Night Classes .....	7





## (iv) Diploma or Degree Obtained

No response .....	00
High School Diploma .....	01
Trade certification .....	02
Technical (technologist) Diploma .....	03
Teacher Certification .....	04
Bachelor's Degree .....	05
Master's Degree .....	06
None--since time insufficient .....	09

## Section h. Employment Since Graduation

## (i) a. Job Title (See Schedule II following)

Coded according to the two-digit occupational divisions of the U.S. Department of Labor, Dictionary of Occupational Titles, Vol. II.

## b. Firm - Employers of Graduates (Schedule III)

## 1. Farmers and ranchers

00	Not specified
01	Livestock
02	Field Crops
03	Horticultural Crops
04	Mixed or Combination of Enterprises
05	Irrigation Crops
06	A.I. Service
07	
08	
09	Other (specified)

## 2. Trade

00	Not specified
01	Agricultural retail (see, feed, fertilizer, machinery, etc.)
02	Non-Agricultural Retail
03	Agricultural Wholesale
04	Non-Agricultural Wholesale
05	
06	
07	
08	
09	Other (specified)

## 3. Transportation, Co-munication, and Other Utilities

00	Not specified
01	Transportation



- 02 Communication (telephone, telegraph, radio, television, newspaper)
- 03 Electric Power, gas, water, sewage
- 04 Storage and distribution - agricultural (e.g. grain companies)
- 05 Storage and distribution - non-agricultural
- 06
- 07
- 08
- 09 Other (specified)

#### 4. Manufacturing (Production/Processing)

- 00 Not specified
- 01 Food and beverages
- 02 Clothing and textiles
- 03 Metal fabrication (except those in 04)
- 04 Machinery
- 05 Non-Metallic Mineral Production
- 06 Petroleum and petroleum products
- 07 Chemical and chemical products (not including above)
- 08 Forestry products
- 09 Other (specified)

#### 5. Government Services

- 00 Not specified
- 01 Alberta Municipal (city and local)
- 02 Alberta Provincial (Canadian provinces)
- 03 Federal (Canadian)
- 04 American (U.S.A.)
- 05 Non-North American
- 06 Provincial, Non-Albertan
- 07
- 08
- 09 Other (specified)

#### 6. Community Services and Business

- 00 Not specified
- 01 Health and welfare
- 02 Religious and charitable organizations
- 03 Museum, archives, libraries
- 04 Entertainment and recreation
- 05 Hotel, motel and restaurant
- 06 Protection services (police, fire, etc.)
- 07 Agricultural Associations (e.g. livestock)
- 08
- 09 Other (specified)

#### 7. Education

- 00 Not specified



- 01 Elementary (K-6)
- 02 Secondary (7-12)
- 03 Post-secondary - Non-University
- 04 University
- 05 Industrial - Commercial
- 06 Company/Corporation - Educational and Consulting
- 07 Private
- 08
- 09 Other (specified)

8. Banking, Finance, Insurance and Real Estate

- 00 Not specified
- 01 Chartered Banks (including Treasury Branches)
- 02 Other Financial Institutions (trust companies)
- 03 Insurance
- 04 Real Estate
- 05 Lawyers
- 06
- 07
- 08
- 09 Other (specified)

9. Construction

- 00 Not specified
- 01 Highway
- 02 Building
- 03 Special Trade
- 04
- 05 Landscaping (horticultural)
- 06
- 07
- 08
- 09 Other (specified)

(i) d. Gross Monthly Starting Salary

-- in 10's of dollars

e. Period of Employment

-- in months

Current Job - starting date to March 1, 1971 -- in months.

(ii) c. How soon after graduation did you begin working on your parents' farm or ranch?

<u>Code</u>	<u>Definition</u>
1	Immediately
2	Within six months
3	Within 6 - 12 months



<u>Code</u>	<u>Definition</u>
4	Within 12 - 18 months
5	Within 18 - 24 months
6	Within 24 - 30 months
7	Within 30 - 36 months
8	Within 36 - 42 months
9	Within 42 - 60 months

d. Current Net Annual Income

-- in 100's of dollars

(iii) 2. Location of Business

-- as in (i) c. above

3. -- As (ii) c. above

4. -- As (ii) d. above





## Schedule II - Job Title Codes

## Occupational Categories

- 0 Professional, technical, and managerial occupations
- 1
- 2 Clerical and sales occupations
- 3 Service occupations
- 4 Farming, fishery, forestry, and related occupations
- 5 Processing occupations
- 6 Machines trades occupations
- 7 Bench work occupations
- 8 Structural work occupations
- 9 Miscellaneous occupations

## Two-Digit Occupational Divisions

## Professional, Technical, and Managerial Occupations

- 00 Occupations in architecture and engineering
- 01
- 02 Occupations in mathematics and physical sciences
- 04 Occupations in life sciences
- 05 Occupations in social sciences
- 07 Occupations in medicine and health
- 09 Occupations in education
- 10 Occupations in museum, library, and archival sciences
- 11 Occupations in law and jurisprudence
- 12 Occupations in religion and theology
- 13 Occupations in writing
- 14 Occupations in art
- 15 Occupations in entertainment and recreation
- 16 Occupations in administrative specializations
- 18 Managers and officials, n.e.c.
- 19 Miscellaneous professional, technical, and managerial occupations

## Clerical and Sales Occupations

- 20 Stenography, typing, filing, and related occupations
- 21 Computing and account-recording occupations
- 22 Material and production recording occupations
- 23 Information and message distribution occupations
- 24 Miscellaneous clerical occupations
- 25 Salesmen, services
- 26
- 27 Salesmen and salespersons, commodities
- 28
- 29 Merchandising occupations, except salesmen



## Service Occupations

- 30 Domestic service occupations
- 31 Food and beverage preparation and service occupations
- 32 Lodging and related service occupations
- 33 Barbering, cosmetology, and related service occupations
- 34 Amusement and recreation service occupations
- 35 Miscellaneous personal service occupations
- 36 Apparel and furnishings service occupations
- 37 Protective service occupations
- 38 Building and related service occupations

## Farming, Fishery, Forestry, and Related Occupations

- 40 Plant farming occupations
- 41 Animal farming occupations
- 42 Miscellaneous farming and related occupations
- 43 Fishery and related occupations
- 44 Forestry occupations
- 45 Hunting, trapping, and related occupations
- 46 Agricultural service occupations

## Processing Occupations

- 50 Occupations in processing of metal
- 51 Ore refining and foundry occupations
- 52 Occupations in processing of food, tobacco, and related products
- 53 Occupations in processing of paper and related materials
- 54 Occupations in processing of petroleum, coal, natural and manufactured gas, and related products
- 55 Occupations in processing of chemicals, plastics, synthetics, rubber, paint, and related products
- 56 Occupations in processing of wood and wood products
- 57 Occupations in processing stone, clay, glass, and related products
- 58 Occupations in processing of leather, textiles, and related products
- 59 Processing occupations, n.e.c.

## Machine Trades Occupations

- 60 Metal machining occupations
- 61 Metalworking occupations, n.e.c.
- 62 Mechanics and machinery repairmen
- 63 Paperworking occupations
- 65 Printing occupations
- 66 Wood machining occupations
- 67 Occupations in machining stone, clay, glass, and related materials
- 68 Textile occupations
- 69 Machine trades occupations, n.e.c.



## Bench Work Occupations

- 70 Occupations in fabrication, assembly, and repair of metal products, n.e.c.
- 71 Occupations in fabrication and repair of scientific and medical apparatus, photographic and optical goods, watches and clocks, and related products
- 72 Occupations in assembly and repair of electrical equipment
- 73 Occupations in fabrication and repair of products made from assorted materials
- 74 Painting, decorating, and related occupations
- 75 Occupations in fabrication and repair of plastics, synthetics, rubber, and related products
- 76 Occupations in fabrication and repair of wood products
- 77 Occupations in fabrication and repair of sand, stone, clay, and glass products
- 78 Occupations in fabrication and repair of textile, leather, and related products
- 79 Bench work occupations, n.e.c.

## Structural Work Occupations

- 80 Occupations in metal fabricating, n.e.c.
- 81 Welders, flame cutters, and related occupations
- 82 Electrical assembling, installing, and repairing occupations
- 84 Painting, plastering, waterproofing, cementing, and related occupations
- 85 Excavating, grading, paving, and related occupations
- 86 Construction occupations, n.e.c.
- 89 Structural work occupations, n.e.c.

## Miscellaneous Occupations

- 90 Motor freight occupations
- 91 Transportation occupations, n.e.c.
- 92 Packaging and materials handling occupations
- 93 Occupations in extraction of minerals
- 94 Occupations in logging
- 95 Occupations in production and distribution of utilities
- 96 Amusement, recreation, and motion picture occupations, n.e.c.
- 97 Occupations in graphic art work





## Schedule IV

(Questionnaire - Section h (c))

## Location of Business Codes

Alberta Towns and Cities with Population Over 800

<u>Code</u>	<u>C.D. #1</u>
01	Medicine Hat
02	Bow Island
03	Redcliff
	<u>C.D. #2</u>
04	Lethbridge
05	Bassano
06	Brooks
07	Coaldale
08	Milk River
09	Picture Butte
10	Raymond
11	Taber
12	Vauxhall
	<u>C.D. #3</u>
13	Cardston
14	Claresholm
15	Fort MacLeod
16	Magrath
17	Nanton
18	Pincher Creek
	<u>C.D. #4</u>
19	Hanna
20	Oyen
	<u>C.D. #5</u>
21	Drumheller
22	Strathmore
23	Three Hills
24	Trochu
25	Vulcan
	<u>C.D. #6</u>
26	Calgary
27	Black Diamond
28	Didsbury
29	High River
30	Okotoks
31	Olds
32	Sundre
33	Cochrane



CodeC.D. #7

34	Castor
35	Coronation
36	Killam
37	Provost
38	Stettler
39	Wainwright

C.D. #8

40	Red Deer
41	Innisfail
42	Lacombe
43	Ponoka
44	Rimbey
45	Rocky Mountain House
46	Sylvan Lake

C.D. #9

47	Blairmore
48	Coleman
49	Bellevue
50	Canmore

C.D. #10

51	Camrose
52	Lloydminster
53	Tofield
54	Two Hills
55	Vegreville
56	Vermilion
57	Viking

C.D. #11

58	Edmonton
59	Wetaskiwin
60	Devon
61	Drayton Valley
62	Fort Saskatchewan
63	Leduc
64	Morinville
65	St. Albert
66	Stony Plain

C.D. #12

67	Bonnyville
68	Cold Lake
69	Fort McMurray
70	Grande Centre
71	Lac La Biche
72	St. Paul
73	Smoky Lake



CodeC.D. #13

74	Athabasca
75	Barrhead
76	Mayerthorpe
77	Redwater
78	Westlock

C.D. #14

79	Edson
80	Hinton
81	Whitecourt

C.D. #15

82	Grande Prairie
83	Beaverlodge
84	Fairview
85	Falher
86	Grimshaw
87	High Prairie
88	Manning
89	McLennan
90	Peace River
91	Slave Lake
92	Spirit River
93	Swan Hills
94	Valleyview
95	Banff
96	Jasper
97	Non Alberta--Canadian
98	U.S.A.
99	Non-North America



## APPENDIX C

AGRICULTURAL COLLEGE PROGRAMS OFFERED 1966-70





## Appendix C

## AGRICULTURAL COLLEGE PROGRAMS OFFERED 1966-70

## 1. Agricultural Equipment Technology

4 - 16 week sessions plus occupational experience.

Complete program offered at Olds, Vermilion, Fairview.

Purpose: To train personnel for careers in the field of farm equipment sales and services.

To equip those who plan to farm with the skill and knowledge that will enable them to buy farm machinery and power units wisely and to maintain this equipment in good working condition; as well as knowledge in other areas of agriculture.

## 2. Agri-Business Management Technology

6 - 16 week sessions (technical diploma plus two additional sessions).

Offered at Olds and Vermilion.

Purpose: An intensive study of business management, accounting, law, financial organization and methods.

## 3. Animal Science Technologies

4 - 16 week sessions plus occupational experience.

Includes: Livestock Production Technology - complete program offered at Olds, Vermilion, Fairview.

Livestock Feeds Technology - Olds and Vermilion.

Livestock Reproduction Technology - Vermilion only.



Purposes:

- (a) Livestock Production - This technology will meet the needs of students who are preparing for the operation of a ranch or a livestock farm. Students who intend to seek employment in business related to livestock production will also receive excellent preparation for it.
- (b) Livestock Feeds - To train personnel for livestock feed sales and in livestock ration formulation.
- (c) Livestock Reproduction - To provide training in the theory of animal reproduction; and the development of skills in the methods and techniques of artificial insemination of domestic animals.

4. A. I.

A one-month study program in Artificial Insemination leading to an Alberta A.I. license.  
Offered at Vermilion only.

5. Dairy Production

One month duration.  
Offered at Vermilion only.

Purpose: This course is designed for employees or potential employees with background education and training in practical operational principles and techniques in the production of fluid milk.

6. Farm and Ranch Production Technology

4 - 16 week sessions

Complete program offered at Olds, Vermilion and Fairview  
(identified as Agricultural Production Technology or General



Agriculture at Fairview).

Purpose: To provide a broad up-to-date education for those people who intend to earn their living by producing agricultural products on a farm or ranch.

To provide agricultural education in a form that will permit the student to pattern his course of study in such a way as to best suit his individual needs.

To provide a sound education in general agricultural production.

## 7. Hog Production

5 months duration including 3 months on-the-job training.

Complete program offered only at Vermilion.

Purpose: Designed for employees or potential employees with background education and training in practical hog production operational principles and techniques.

## 8. Horticultural Technology

4 - 16 week sessions plus 2 - 4 month sessions of on-the-job training.

Complete program offered only at Olds.

Purpose: The Diploma course in Horticulture Technology consists of classroom and laboratory studies in Fall and Winter sessions for two years, augmented by practical on-the-job experience as a part of course work.

## 9. Plant Science Technologies

4 - 16 week sessions of classwork.

Complete programs offered at Olds, Vermilion and Fairview.

Individual technologies identified as Field Crops Production



Technology or Plant Science Technology or Crop Production Technology.

Purpose: To provide students with a sound knowledge in crop science.

#### 10. Soils Technologies

4 - 16 week sessions of classwork plus practical on-the-job training.

Complete programs offered at the Colleges as follows:

Olds - Land Classification Technology

- Soils and Fertilizer Technology

- Soils and Water (Irrigation) Technology

Vermilion - Land Classification and Assessment Technology

- Soils and Fertilizer Technology

Purposes:

Land Classification - To provide basic knowledge and skills in soil and plant identification and classification, and the economics of land evaluation.

Soils and Fertilizer - To train personnel as technicians to work effectively with soils and fertilizers in the following areas: (1) Crop production, (2) Marketing, sales promotion and services, and (3) Support of professionals in research and extension.

Soils and Water - To give students a fundamental knowledge in the field of soil and water science. To provide prospective employers with capable graduates who have sufficient theoretical and practical knowledge in soil and water science to accept positions and further training in





related institutions and businesses.

# 11. Secretarial Arts (Business Education or Commercial)

3 - 12 week or 2 1/2 - 16 week sessions of classwork.

Complete programs offered at Olds, Vermilion and Fairview.

Purpose: To prepare young women and men for employment in offices. It is at least the equivalent of the program of any good Commercial school or College and has the advantage of a residential situation.

# 12. Home Economics Programs (Technical and Vocational)

1 to 4 - 16 week sessions of classwork.

Complete programs offered at Olds and Vermilion as follows:

Olds - Fashion and Design Merchandising Technology

Vermilion - Food Technology

- Home Economics Demonstrator Technology

- Textiles and Design Technology

- Home Economics Certificate Course

Purpose:

Fashion and Design Merchandising Technology - To provide background knowledge, education, and experience in the areas of clothing and textiles, fashion, design, business and personal development to women aspiring to employment in clothing and related fields.

Home Economics Technologies - To prepare young women for careers which require a background of training in selected Home Economics courses. Each technology provides the student with an opportunity to prepare for either Business or Service oriented occupations.



13. Building Materials Merchandising Technology

4 - 16 week sessions of classwork plus 2 - 4 month sessions of practical on-the-job training.

Complete program offered only at Vermilion.

Purpose: To provide training for employment in the Building Materials Merchandising field.



## APPENDIX D

Completed Questionnaires Returned on or Before April 18, 1971  
 Number Returned/Number Sent Out (% in Brackets)  
 Totals by College and Year

College	Year	Program Type				
		Agric.Tech.	Voc.Agric.	Sec.Arts	Home Ec.	Total
Fairview	1966	11/22(50)	-----	12/16(75)	-----	23/38(60)
	1967	17/27(63)	-----	14/22(64)	-----	31/49(63)
	1968	23/30(77)	-----	11/15(73)	-----	34/45(75)
	1969	8/14(57)	-----	12/16(75)	-----	20/30(67)
	1970	15/19(79)	-----	15/18(83)	-----	30/37(81)
Total		74/112(66)	-----	64/87(74)	-----	138/199(69)
Vermilion	1966	30/51(59)	1/4 (25)	15/32(47)	4/7 (57)	50/94(51)
	1967	29/38(76)	4/11 (36)	20/32(64)	4/8 (50)	57/89(64)
	1968	12/19(63)	16/29(55)	8/12(67)	5/10(50)	41/70(59)
	1969	18/23(78)	12/21(57)	9/21(43)	7/16(44)	46/81(57)
	1970	26/32(81)	18/36(50)	17/29(59)	5/10(50)	66/107(61)
Total		115/163(70)	51/101(51)	69/126(55)	25/51(50)	260/441(59)
Olds		Agriculture	Hort.	Sec.Arts	F & D M	Total
	1966	42/61(69)	7/10(70)	18/34(53)	12/16(75)	79/121(65)
	1967	29/45(64)	7/11(64)	10/18(56)	11/13(85)	57/87(65)
	1968	38/57(67)	8/10(80)	14/18(78)	8/20(40)	68/105(65)
	1969	39/54(73)	9/15(60)	24/33(73)	20/26(77)	92/128(72)
	1970	72/98(74)	6/12(50)	16/29(55)	16/23(70)	110/162(68)
Totals		220/315(70)	37/58(64)	82/132(62)	67/98(68)	406/603(66)
Total	Agriculture Technology = 409/590 (69)					
	Horticulture = 37/ 58 (64)					
	Vocational Agriculture = 51/101 (51)					
	Secretarial Arts = 215/345 (62)					
	Home Economics = 92/149 (62)					

804/1243







**B29989**